

# The Week

- HOME 1-6
  - AITP plan picketing to defend jobs
  - UNIST rejects merger option
  - Some universities may have to abandon research, minister warns
  - Engineering scholarships run into more money trouble
- NORTH AMERICA 7
  - Peter David reports on the increasing rivalry between federal and provincial governments in Canada
- OVERSEAS 8
  - French social science 'neglected', says official report
  - Australian High Court refuses to register dons' trade union
  - West German ministry insists universities are cost effective
  - ECC business leaders study in Japan
- ARTICLES 9-15
  - Can the UGC survive? Peter Scott talks to Dr Edward Parkes, 9
  - The Great American Universities: Peter David concludes his series with sketches of Berkeley, Stanford and MIT, 10
  - Felicity Jones talks to Dr George Bronson, former director of NELP; and Olga Wojtas interviews the principal of Edinburgh's Napier College, 12
  - Geoffrey Lukes examines the delicate balance of Sino-Soviet relations, 13
  - Professor G Curzon takes a critical look at peer review in the natural sciences, 14
  - Quentin Bell describes how he was influenced by Veblen's *The Theory of the Leisure Class*; and J. M. Bourne argues that the outlook for history appears bleak after the cuts, 15

- BOOKS 16-24
  - Norman Gash reviews the first two volumes of Disraeli's letters, 16
  - Gavin Drewry reviews Lord Denning's recent apology (17), Timothy Kidd discusses the British influence on the birth of American literature (18), and Edmund Leach reviews a study of the idea of race (19)
- SOCIOLOGY BOOKS 20-24
  - Darkhelm, rural culture, and burglary, survey methods, and ethical issues in research are among the subjects of new books in sociology
- NOTICEBOARD 25
- CLASSIFIED INDEX 26
- OPINION 30-32
  - Tessa Blackstone discusses the plight of further education; 'Union View' from Nalco; and Don's Diary from Douglas Pitt of the University of Strathclyde, 30
  - Letters on academic bias, and the NAB's priorities plan, 31

# Next Week

- The Quality Game: part one (the CNAА)
- S. P. Rosenbaum on Bloomsbury
- Jose Harris on Attlee
- Christopher Ball on the NAB
- New books in mathematics and physics



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# Sale of the century

The first faint suggestion that the Treasury has concluded that a smaller university system needs less plant, and therefore that the universities' recurrent grant may be reduced by the amount that they can raise from the disposal of these superfluous assets, may still be a cloud no larger than a man's hand. Indeed on a horizon already darkened by black thunder clouds of above-the-normal pay awards, early retirements, redundancies, and restructuring, this small cloud may not even be noticed. Yet in time it could grow into the blackest and most thunderous of them all.

For what might appear to the Treasury as simple good housekeeping would be seen by the universities as a definitive, even terminal, interpretation of the status and significance of the reductions that are being made in their income. A minimalist interpretation constructed of jumbled ideas about tightening one's belt or "snibborism" (Robbins in reverse), to which many have rather desperately clung despite the evidence, would no longer be credible. Instead a maximalist interpretation which accepted that the effect of present policies would be to produce a permanently and much reduced university system would cuckoo-like take its place.

In terms of distant planning horizons plant matters more than people. Indeed, if human considerations are

ignored, a case can be made out that the present forced reductions in staff and accompanying restructuring of universities may have a perversely beneficial effect because they may disrupt the creeping cosiness of a middle-aged system. Perhaps a few young people with fresh ideas may even find jobs amid the present confusion. But it is another thing entirely to abandon the dream of the 200-acre campus university. For to sell off land and buildings is to say that the new universities, or the technological universities, cannot hope to build up to their originally planned sizes. Not, as the UGC has indicated in last year's distribution of the grant, in the short or medium term, but ever. A temporary recession would be transformed definitively into a permanent reduction.

Many perhaps will feel that this is to state the issue in terms much too stark and melodramatic for. In a sense they may be right - for the moment. The Treasury's intention, after all, is simply to take every opportunity however slight to reduce the burden of public expenditure, not to reverse the Robbins expansion irreversibly. Further cuts in the university grant by the front door look highly speculative, while back-door cuts, whether selling land or leaving the universities to absorb extra unanticipated costs appear much easier and so attractive.

# Laurie Taylor



Yes, do come in. No need to hang around outside the door. Just sit down wherever you feel comfortable: it's all arranged in a nice semi-circle so we can all see each other while we're chatting.

Right. Everybody settled? Then let's make a little start. My name's Lapping. L A P P I N G. Professor Lapping, but don't let that worry you. As far as I'm concerned the emphasis in these first year seminars is on informality, on getting to know each other. So if you find that "professor" a bit of a handle, then no one here is going to take exception if you simply call me "Gordon". Allright?

First things first. What you've got to do is clear away any idea that this is going to be like school. Nothing could be further from the truth. From now on there'll be no teacher standing in front of you leading out facts for you to memorize and reproduce. None of that familiar classroom authority structure. Right?

In the paper, the NAB secretariat argues that the replacement of up to a third of existing degrees by two-year diplomas, producing a more vocational thrust to the public sector, may be the only way to provide places for the number of qualified applicants likely in the late 1980's. The alternative, given existing spending plans, would be to deprive about

# Sentencing the SSRC

Nothing has been achieved by Sir Keith Joseph's review of the Social Science Research Council - except to prove what was anyway obvious to most observers, that a Secretary of State can fight a war of attrition but not a war of extermination against the SSRC. A great deal has been lost - a lot of public money has been wasted, talented officials in an overstretched department have had to bring much ingenuity and energy to the delicate task of persuading Sir Keith to accept the inevitable, Lord Rothschild has come close to getting himself crossed off the list of the great and the good, the academic bias carthorse has been flogged into a trot.

Most important of all, a properly critical and dispassionate debate about how the SSRC should be organized, how it should regulate postgraduate study and how it should identify research priorities, has been entirely frustrated. Social scientists, whatever their views, and lay observers in the rest of the research community and among the consumers of social science research, whatever their doubts, have felt obliged to

show solidarity with the council in its hour of apparent peril.

So Sir Keith's clumsy intervention has achieved exactly the opposite effect to that for which it was designed. It has closed down the debate rather than opening it up. Instead of sustained discussion of the role of postgraduate study in a period when there are almost no jobs in social science research, or of whether research should be organized round theoretical preoccupations or practical problems, the debate has been reduced to the level of the vacuous, a vague recommendation that students should be freer to choose which institution to attend rather than be constrained by a strict quota system, or the silly, Sir Keith's apparent obsession with whether the SSRC should continue to have "science" in its title.

A second serious criticism must be of his determination to go on squeezing the budget of the SSRC, contrary to the advice of both Lord Rothschild and of the Advisory Board for the Research Councils. Again this can only send a chill through the council and inhibit it in taking new

# Strathclyde thinks tertiary

The Strathclyde Further Education Group's Strategy for Post-Compulsory Education and Training is scarcely original. It argues that more resources must be put into post-school education, including adult and community education and that there should be vocational preparation for the over 16s within a unified framework of education and training. These worthy views are expressed at every debate on Scottish education and indeed have been highlighted in the report of the Scottish Tertiary Council.

But while everyone else continues to talk, Strathclyde is now set to implement its scheme to plan post-school education in a coherent way. The scheme has a crucial advantage in having been endorsed last week by the Strathclyde regional council's

controlling Labour group and (it has also been approved by the Scottish Education Department and the Manpower Services Commission). The tertiary council report has been dug by various factions, including it seems tertiary council members, fighting their own corners so fiercely that they create stalemate.

Strathclyde's solution has admittedly been precipitated by increasing problems within the region: less than half the school pupils stay on after 16, and Strathclyde suffers from a high level of unemployment, largely as a result of the decline of traditional industries. Unfortunately, although there is no doubt that the council will approve the strategy there will undoubtedly be problems in its implementation. Its recommendation that further education

# The Times Higher Education Supplement

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# NAB fights over diplomas

by John O'Leary

Controversial proposals to switch the emphasis of public sector high education from degree courses to two-year diploma work produced a shimmering row in the National Advisory Body this week.

A lengthy and often heated meeting of NAB's committee, held in the House of Commons and chaired by Mr William Waldegrave, Under Secretary for Higher Education, made no decision on a paper containing the proposals as part of a future strategy to deal with excess student demand and continuing financial stringency.

The paper is to be discussed by the local authority associations and brought back to a subsequent meeting of the committee. But it has already prompted criticism from some committee members and others that its recommendations would lead to the downgrading of polytechnics and colleges.

In the paper, the NAB secretariat argues that the replacement of up to a third of existing degrees by two-year diplomas, producing a more vocational thrust to the public sector, may be the only way to provide places for the number of qualified applicants likely in the late 1980's. The alternative, given existing spending plans, would be to deprive about

8,000 potential students per year of higher education.

The continuation of the existing system, which saw polytechnics and colleges increase new enrolments by 13 per cent last year, would require spending cuts of more than 20 per cent if numbers were left unchecked, it is claimed. This is thought not to be feasible for the system generally.

Controls on student recruitment would be necessary if the introduction of more two-year courses, which would encourage more mature entrants and more home-based students, were rejected.

The paper also favours increasing the proportion of part-time courses. The committee, at its meeting on Tuesday, approved a recommendation from the board to provide a greater incentive in this year's Pool distribution for the expansion of part-time work.

New diplomas would probably be concentrated in the colleges of higher education, possibly creating a sector akin to American community colleges. Degree work would be concentrated in a smaller number of institutions, although there would still be a mixture of the two types of course in the larger colleges and polytechnics.

The paper is unlikely to be presented to the NAB board until the New Year, and then only if it has secured approval from the committee. This reversal of normal procedure, whereby recommendations are made by the board to the committee, has added to the row awaiting the proposals.

Mr Neil Merritt, chairman of the standing conference, the college principals' group, said he was surprised, as a board member, not to have received the paper first. "I believe that all board members should have been apprised of its existence," he said. "If NAB were to embark upon any exercise which assists the Government in any way in reducing the overall value and quality of provision, it would be doing a disservice to the country."

Next year's AFE Pool will be set at £500m if officials' recommendations are endorsed at a meeting next month between local authority leaders and Sir Keith Joseph, Secretary of State for Education. The size of the allocation has come as a pleasant surprise to the associations, although the "planned net expenditure" will be only £550m before individual authorities decide whether to contribute providing additional funds to their institutions.



Lord Swann and Lord Stewart of Fulham leap off the edge, but all in a good cause. The former vice-chancellor of Edinburgh University, and his companion were taking part in a 15-hour fund raising "musathon" last week for the Royal College of Music centenary appeal.

The college recruited 10 barons (and baronesses) as part of its reenactment of the 12 days of Christmas theme, and each had to "leap" to approval from the audience. Lord Swann shared first prize. The college raised more than £12,000 towards a £4m appeal to pay for building improvements, new student accommodation, and scholarships. In all more than £1m has been raised with a programme including a gala at the Albert Hall, and a charity show of the musical *Cats* on Broadway.

# Birley to head the Ulster polyversity

by Karen Gold

Months of wrangling over the appointment of a vice chancellor for Ulster's proposed "polyversity" ended this week when Mr Derek Birley, rector of Ulster Polytechnic, was given the post.

Mr Birley will be seconded full time to plan the structure of the institution before the steering group makes decisions on this next month. Staff representatives from both existing institutions will take part in these talks, although the National Association of Teachers in Further and Higher Education condemned the manner of the appointment as "the worst possible start".

The secondment, recommended by Northern Ireland's education minister, Mr Nicholas Scott, was welcomed by the Association of University Teachers at the NUU, who had opposed the internal appointment before open competition for the vice chancellor's post. It was a concession from the Government to ensure Mr Birley would not have a veto over the steering group, an AIT spokesman said.

But the NUU's students have voted to reserve the right not to cooperate with Mr Birley.

Mr Birley's own plans for the institution have already caused controversy: staff at NUU claim a paper he drew up for the steering group creates a highly bureaucratic structure and discriminates against the university.

The confidential paper states that the new institution's objectives "are to be very similar to those of the polytechnic", and proposes that its management structure reflect this: "The use of the word 'merger' clouds the issue" it says; "the polytechnic is, over three times the size of NUU and is capable, on its own, of

expanding to meet any foreseeable new commitments."

In contrast, Mr Birley says, "even well-wishers fear that the conventional university ethos will submerge the good intentions of the founders of the new institution. It seems essential, therefore, that its organization should be designed to guard against it."

He outlines a new collegiate structure, with departments from various faculties on each of the three main sites: Jordanstown, Coleraine and Magee University college at Londonderry, thereby intending to iron out social and academic differences between them. He also proposes two new ventures: Northern Ireland staff college and business school, at least one of which would be based in Londonderry.

Magee would however be overtaken in its continuing education specialism (which was severely criticized by Mr Birley as isolated and doing insufficient to attract local confidence) by the polytechnic, where the new director of continuing education would be located.

The merger was not happening too fast, Mr Birley told the House of Commons select committee for education, science and the art which is taking evidence in Northern Ireland, and the polyversity would have a partial entry in UCCA next spring. Its resources were adequate and research would be essential to it.

He based his model on an American state university, with a substantial commitment to continuing education and part-time study: "The ending of the binary system in this part of the world to my mind will be a great advance in itself."

# Rival 'new blood' plans drawn up

by Paul Flather

Two rival plans to create a series of "new blood" fellowships in universities have been submitted to ministers by the University Grants Committee and the Advisory Board for the Research Councils.

It now seems that a battle is being fought inside the Department of Education and Science and the Treasury to find extra funds to provide few jobs for young academics at a time of severe cuts.

In its advice to the Government, made public for the first time since it was set up in 1972, the ABRC put forward a three-year £20m scheme and appeals for an increase in the science budget to help appoint young academics.

The council says: "If higher education and research is not to ossify they need a continued flow of new blood." It recommends a recruitment rate of not less than 170 a year to replace natural scientists aged 35 or less, which would cost £20m.

It agrees there is a "rigorous" method of estimating the shortfall of young academics, and by using UGC data it estimates that the shortfall could reach 1,100 over the next five years.

The ABRC wants extra funds for the research councils to allocate directly to university departments. A rival scheme involves channelling funds via the UGC to individual universities for distribution. A third option would involve the Royal Society establishing new fellowships in universities.

Dr Edward Parkes, chairman of the UGC, has already talked of a "bloody battle" on the new blood issue. The UGC plans is more long-term and wide-ranging than the ABRC's proposal. It embraces humanities and social sciences and promises more permanent tenure to new appointees, but would cost far more.

Sir Keith Joseph, the Secretary of State for Education, is sympathetic to solving the problem of new blood. But the sticking point is the Treasury, now drawing up its expenditure plans for 1983-84. Sir Keith has already called for a £20m cut in the Social Science Research Council budget which will be distributed among the other research councils.

# Agricultural research faces cut

Space science and information technology will profit at the expense of agricultural research if proposals for next year's science budget are approved by the Department of Education and Science.

The secretary of the Agricultural Research Council, Dr Ralph Riley, objected so strongly to the Advisory Board for the Research Council's recommendations that he refused to be associated with the ABRC's new report.

The merger was not happening too fast, Mr Birley told the House of Commons select committee for education, science and the art which is taking evidence in Northern Ireland, and the polyversity would have a partial entry in UCCA next spring. Its resources were adequate and research would be essential to it.

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lished for the first time, says the SERC should start to expand again to cater for important programmes in information technology, biotechnology and space research.

As the total science budget has declined slightly, the extra money will have to come from the other research councils. The ABRC recommends that the Medical Research Council's present budget be maintained. The ARC and to a lesser extent the Natural Environment Research Council, should be cut to balance the book, it says.

The ARC cuts would begin to bite in 1984-85, and by 1985-86, the council would receive £46.8m instead of the £50.4m it would expect if level funding were maintained.

The ARC has taken a stand against these proposals. In an annex to the ABRC report the agricultural council says the cuts would mean closing of some of its institutes and 300 redundancies, including 200 scientists.

The secretary of the ARC,

Dr Ralph Riley, said this week that these reductions would be inevitable if the budget proposals went ahead. The council would try to reduce the adverse effects on support for university research.

Dr Riley, who as head of the research council is automatically an ABRC member, added that the implications were so serious he felt he had to dissociate himself from the report.

The ABRC's report will now be considered in the current public expenditure survey, but no decision will be taken until the survey is completed. At the same time the ABRC put in a strong plea for an increase in the total science budget, which would ease the Agricultural Research Council problems.

Another saving grace for the ARC could lie in allocations to the Social Science Research Council. The ABRC recommends a modest increase in funds for the SSRC next year, from £20.9m in 1982-83 to £23.3m in 1983-84.

Quality control: 1, The CNAА, 9	Peter Scott talks to Christopher Ball, 11	S. P. Rosenbaum on Bloomsbury, 14-15	José Harris on Clement Attlee, 16
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# MPs set for teacher training battle

by Patricia Santinelli

Opposition parties in the House of Commons have promised a rough ride to the Government's proposed teacher training cuts, which are due to be announced next week.

A statement from Mr Philip Whitehead, Labour's spokesman on higher education, promised: "We will do everything we can in Parliament to see that the question of provision is re-examined in the light of the real needs of the 16-19 age group and the potential of the institutions for initial and in-service training."

Mr Alan Beith, the Liberal education spokesman, who visited one of the threatened colleges, Cardinal Newman, while campaigning in this week's Northfield by-election, also promised to keep up pressure for the cuts to be modified. He said of Sir Keith Joseph, Secretary of State for Education: "It is fair to say he is in a state of political siege on this issue."

The association registered as an independent trade union, has written to Mr William Waldegrave, under secretary of state for higher education, saying it is dismayed at the proposed closures of Bishop Grosseteste and Newman colleges. Both are particularly well placed to respond to the increased need for well qualified primary teachers, it says.

The association also points out that as monotechnic institutions both colleges have an opportunity to help students relate their academic work to teaching in primary schools.

Meanwhile the Council for National Academic Awards is examining how quickly colleges and polytechnics will be able to alter their provision of secondary teacher training courses as a result of cut-backs in the secondary BE and in

Postgraduate Certificate in Education.

This resulted from a CNAA meeting last week when Department of Education and Science officials made it clear that institutions would only be allowed to offer secondary subjects which were already listed as main ones. For example an institution without physical education or religious education as a main subject would be barred from offering it at any level.

The most important aspect of the changes is that the two subjects taken by a student teacher must be equivalent. A student would be trained, for example, 50 per cent in art and 50 per cent in geography, rather than one third as presently possible.

This move by the DES is linked to proposed changes in Qualified Teacher Status put forward earlier this year. If these were implemented it would mean that an institution which did not toe the line would not have its courses approved and its students would not receive this status.

One of the major worries in the public sector is whether universities can be controlled in a similar way, or whether the exercise will be strictly limited to colleges and polytechnics. University vice chancellors were due this week to respond to the University Grants Committee both on their quota of teacher training places and the subject breakdown within their total allocation.

The universities' exercise in the breakdown of subjects which emerged at a meeting of all the departments of education showed that they had underbid in maths, English and physical education and overbid in science and history.

One solution to overbidding in science, is to try to persuade biologists to train for primary instead of secondary work, thus helping the shift towards the primary sector and increasing its science teachers.

● The setting up of a working party to examine the future of the pge was agreed by the Council of National Academic Awards last week. The working party will operate on similar lines to one established last year to look into the BE and its chairman will be Mr Ian Kane, chairman of the CNAAs postgraduate teacher training board.

# Commons to hold grants debate

by David Jobbins

Government business managers are embarrassed over a slip-up which means the 4 per cent grants increase for 1982-83 is likely to be debated on the floor of the Commons after all.

"There are a few fleas flying," the Government whip's office in the Commons admitted after a technical motion noting that the regulations had been discussed in standing committee was lost by six votes to four.

Opposition parties combined to attack the Government for subjecting students to a form of incomes policy and then pressed home the point in the division, when it was apparent they were in a majority. Afterwards Government business managers said that some members of the committee were absent on the select committee visit to Northern Ireland and it had been judged wrong to bring them back for the vote, but it was clear this did not account for all the absentees. The Government's full strength should have been nine.

Pressure on ministers to make time for a debate came from Liberal spokesman Mr Alan Beith, Labour higher education shadow minister Mr Philip Whitehead and eventually Labour leader Michael Foot. If the Government gives way the

Opposition parties are likely to try to substitute a higher figure for the 4 per cent in the regulations. In the committee debate Social Democratic Party spokesman Mr Tom McNally said that even the vice chancellors had warned the Government that an increase of just 4 per cent would cause hardship, and accused ministers of rejecting the concept of a student wage but wanting students to accept a wages policy.

He claimed that ministers were seeking to introduce loans by the back door when undergraduates were facing unemployment. Loans would deter poorer and working-class students who may be unwilling to get into debt.

"Is it an attempt to create a demand for loans from students themselves, that they are so hard up they are going to start clamouring for a loans system?" he asked.

Mr Whitehead reminded the committee that Education Secretary Sir Keith Joseph had recommended students should "stint" to supplement their grants.

"Remarks about stinting suggest a curious insensitivity to the people at whom they are directed. It is easier to stint on a slice of Bovis than a slice of Hovis," he said.

He cautioned the under-secretary for higher education Mr William Waldegrave about being attracted to loans after the "enlightened" Scandinavian models, warning that the expense would be out of line with Government assumptions.

The other "open market" road would lead to discrimination between courses, occupations and disciplines. But Mr Waldegrave argued that it was possible to design a satisfactory loans system and it was "provincialism" of a sort unusual on the Left to think it could not be done.

He argued the gap between the 4 per cent and the level of inflation was narrowing "not by accident but as a result of the Government's policies".

The award for London students had risen by 6 per cent in real terms, although the value outside London had fallen by 3.7 per cent, and it had been proposed for the Government to make some improvements.

"At the moment the graduate population is still the best treated of the age group," he said.

"The home student is better off than the youngster living at home on supplementary benefit, and the home student has spent on him considerable public resources on the maintenance of his institution and is being provided with a very greatly enhanced life expectancy of earnings," added Mr Waldegrave.



Mechanical engineering student Brian Chu (left) was forced to drop out of his course at Leeds University after the first year because he could not afford the increased fees for overseas students. But he has now been able to return from Hongkong, where he had been continuing his studies, thanks to a trust launched earlier this year in memory of Lord Boyle, the late vice chancellor of the university. It is the first award made from the trust, which has now attracted more than £320,000.

# Researchers' pension policy 'unfair'

by Jon Turney Science Correspondent

A London medical researcher has accused the Universities Superannuation Scheme of unjustly treating workers on short-term contracts.

Dr Anthony Durham, of St George's Hospital Medical School believes that using employers' contributions for general USS funds if an employee leaves the scheme in less than five years is unfair to young researchers. It also misuses money which often comes from charities, he claims.

Researchers like Dr Durham, who leave after a three-year contract and do not move to another institution, can receive a pension based on the 6 per cent employee's contribution over that time. Or they can opt to revert to the state pension scheme, and receive a lump sum to cover excess contributions.

But in either case, the further 14 per cent of salary paid into the fund by the employer is retained by the USS.

On Dr Durham's salary, which has been paid by the Cancer Research Campaign, this amounts to £3,500. It will now be used to pay pensions to academics retiring at the end of their career.

Dr Durham regards this as a system for transferring money from the poor at the bottom of the top. He wants the bar on receiving the full pension reduced from five years' service to a nominal month, as in France.

# Social science research loses out to natural sciences

The Advisory Board for the Research Councils confirmed this week that it will follow ministerial demands and transfer £6m of its proposed budgets until 1985-86 from social science research to supporting "new blood" in the natural sciences.

Sir Alec Merrison, chairman of the ABRC, dismissed suggestions that Sir Keith Joseph, the Secretary of State for Education, may have overstepped the mark in ignoring ABRC advice and ordering a second cut in the budget of the Social Science Research Council in a year.

"We may not like Sir Keith's decision," he said, "but it is my view that all the way through he has been acting without any impropriety. After all it is the Secretary of State who is ultimately responsible to parliament."

National Foundation for Educational Research, when he praised the foundation's "healthy heart" and the facts that it had to work in the market place winning contracts for research on merit from customers, including the Department of Education and Science.

Sir Keith's £6m cut and his view that "science" is an inappropriate description for social research are provoking strong reaction. He would probably prefer a title such as the social studies research council, or even social environment research council.

Robert Moore, professor of sociology at Aberdeen University and a member of the British Sociological Association executive said it was "preposterous" that so much energy had been tied up for so long on this question just to produce a proposal to change the title.

# Classics head resigns over staff cuts

The head of Classics at Aberdeen University has resigned over cuts in his department which he says will prevent a "proper" degree course being taught.

The department's size is to be cut from seven to four, and Professor John Rist's proposal for four full-time and two part-time staff has been rejected.

After the university's court accepted his resignation, the principal, Professor George McNicol claimed Professor Rist had made "unprecedented and unacceptable demands" by nominating specific people for the part-time posts. Professor Rist had also rejected offers of assistance from appropriately qualified staff in other departments, he claimed, but he would not reveal which subjects were involved.

# NELP closes building in asbestos roof scare

Technical and Managerial Staffs has just launched an asbestos campaign and rejects the view that some asbestos products, including asbestos cement, are safe. It points to evidence of mesothelioma, a fatal tumour of the lung, contracted by those whose jobs involved sawing or cutting this sort of cement asbestos.

Students are very concerned about the disruption being caused to class days through the closure of publications. M Daphne Liddle, publications editor, said that if it took the use of the building if it took the suggested two months to repair.

"Some students have had no class-see yet this term and no one has had access to the library," she said. "This means that students have been unable to get hold of specialist books relevant to their courses."

# Flat-rate gains ground in Natfhe revolt

by David Jobbins

College lecturers have all but swept aside their leaders' advice and are pressing for a pay formula which would allow salaries to make up much of the shortfall caused by two years of incomes policy through cash limits.

The extreme Left's flat-rate strategy has received support from just three of the 14 regions of the National Association of Teachers in Further and Higher Education, a further eight have proposed a percentage increase combined with a lump sum element.

Union leaders were playing down what appears to be a substantial grass roots revolt, saying that it reflected developments since the executive's recommendations were drawn up nearly three months ago, and that it displayed realism.

# Aston stalls on redundancy vote

Aston University has deferred a decision on the first mainstream academic redundancies in the face of an implied legal threat from the lecturers' union.

Instead it will conduct a postal ballot of its council on the question of including compulsory redundancy within the armoury needed to achieve its budget cuts.

The official reason given was that after 2½ hours' debate it was felt necessary for people to be given time to reflect before voting on such a contentious issue.

# Fears for small departments

The Natural Environment Research Council fears some small university departments vital to its work may disappear. The council's chairman, Sir Hermann Bondi, said this week that subjects such as oceanography and forestry were a cause for real concern.

Introducing the council's 1981-2 annual report, he said that small departments like these could suffer heavily from a few individual decisions. "University autonomy is a very good thing for starting things up, and a very bad thing for closing things down," he said.

In the report, Sir Hermann says that if several departments should close in one of these fields, it could severely weaken the country's research capability. The council has offered to assist in the relocation of departments (by funding the transfer of a professorship, for example) but says it is up to the institutions to take the initiative.

# Youth review group urges compulsory social education

Legislation to make local authorities provide social education for all young people up to the age 21 is called for in the Youth Service Review report published this week.

The report is by a youth review group set up 18 months ago under the chairmanship of Mr Alan Thompson, former deputy secretary at the Department of Education and Science.

It stresses that the youth service has only partly met the needs of young people by failing to recognize that social education is its prime purpose and by not responding quickly enough to new and changing needs, and working out coherent strategies.

# University Press: We can't go on

by Olga Wojtas Scottish Correspondent

Edinburgh University Press has warned that it cannot continue to work under cash limits imposed by the university.

A statement from the press committee says it would be preferable for the university to axe it completely "than to make it the vehicle of tarnished and inaccurate work".

The university court has rejected the committee's two other proposals to reduce the press's expenditure and has asked it to consider other options.

The committee says it faced a similar crisis after being funded on a cash limits system six years ago when "what the court hoped would be a shorn lamb was more like a stranded whale".

Then and now, it says, the press was obliged to find money for wages "determined by the prevailing university structures, not by the conditions of the publishing trade". It calls for a return to the system implemented in 1976 whereby the court took responsibility for the press's wage bill.

Its second proposal, favoured by the university's resources committee, is to contract out its sales promotion to Faber and Faber, and warehouse and distribution to Manchester University Press. This would save £26,000, but would also mean job losses "through enforced retirement, redeployment or other expedient".

Dr John Burnett, Edinburgh's Principal, said that although the committee's proposals had not been accepted, the court saw EUP as performing an important and vital function. "It is an extra arm to the academic effort of the university", he said.

# Classics head resigns over staff cuts

The head of Classics at Aberdeen University has resigned over cuts in his department which he says will prevent a "proper" degree course being taught.

The department's size is to be cut from seven to four, and Professor John Rist's proposal for four full-time and two part-time staff has been rejected.

After the university's court accepted his resignation, the principal, Professor George McNicol claimed Professor Rist had made "unprecedented and unacceptable demands" by nominating specific people for the part-time posts. Professor Rist had also rejected offers of assistance from appropriately qualified staff in other departments, he claimed, but he would not reveal which subjects were involved.

Professor Rist was appointed two years ago in what was seen as a clear commitment to revitalise classics at Aberdeen. He had taught for 20 years in North America where there had been an upsurge in general classics programmes as opposed to traditional language-based courses. It is understood that Professor Rist will return there following his departure next September.

Under Professor Rist, a classical civilization course was developed at Aberdeen, attracting many students who had not studied Latin at school. The second year classical civilization course and a beginners' course in Latin has now had to be suspended because of staff losses.

Professor Rist has warned the university that if the plans to cut his department go ahead the honours degree course will be threatened. But Professor McNicol has said Aberdeen intends to maintain a flourishing classics department, which may be supplemented by staff from other areas.

Last year Professor Rist told the THES that six was the minimum acceptable number of staff for the department, "if it drops below that, you're de facto abolishing the subject, but pretending you're keeping it up," he said.



This coin showing how things might have been at Edinburgh University has been unearthed by a Wirral garden. Mr W. T. Winderley, who made the find, has loaned the "Edinburgh Halfpenny" dated 1797 to the university.

It appears issued two years before the foundation of the Old College was laid. It shows Robert Adam's design for the front of the new building, including a Georgian dome which was never built.

# News in brief

**'Make validation public' plea**  
Validating bodies' reports on institutions should be made public in order to assist the work of the National Advisory Body. Mr Neil Merritt, director of Ealing College and chairman of the college principals' group, the Standing Conference, has urged.

**Helpful gift**  
An anonymous gift enabled the City of London Polytechnic to build its first purpose-built halls of residence, the Sir John Cass Hall which was opened last week by the Bishop of London Graham Leonard.

**Campus accident**  
A Henot-Watt University student has died in a freak accident pierced in the heart by a splinter of glass from a shattered door. Mr Kerr McKenzic, a 19-year-old maths student, was killed after pushing a plate glass door at the main entrance to a refectory building.

The door was the only one of its kind on campus. The university's safety officer and estate officer are investigating the accident and will make a full report "with the highest degree of urgency" to the university secretary.

# ILEA review to go ahead

The first major review for 10 years of higher education in London is to go ahead at last, a policy committee of the Inner London Education Authority agreed last week.

The review had been planned in principle before but had been postponed when key members of the ILEA's education staff were lost to the National Advisory Body for Local Authority Higher Education.

All polytechnics, art colleges and colleges of further education will be reviewed to try to assess their success in meeting local priorities.

It will be carried out by authority officers and the inspectorate in consultation with unions and community groups.

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# Engineering worst hit by UGC cuts

by Jon Turney  
Science Correspondent  
Engineering departments are suffering most from staff losses following the University Grants Committee cuts, according to Dr Colin Davidson of Heriot-Watt University.

Speaking to the Institution of Electrical Engineers last week, he said that the projected fall of 15 per cent in UGC expenditure in 1983-84 compared with 1981-2 could only be met by reducing the number of staff. And young engineering lecturers, in particular, often found industrial jobs attractive.

Dr Davidson, giving his inaugural address as chairman of the IEE's Science, Education and Technology Division, added that engineering departments would also be hit hard by early retirement. There were many more older staff in engineering than in social studies.

In his address, entitled "Education for Technology," he also criticized the UGC's guidance on student numbers. The committee had called for a 2 per cent rise in student numbers in engineering in 1983-84 compared with 1979-80. But the total was already 10 per cent greater by 1981, so this intended increase would be transformed into an 8 per cent reduction.

Dr Davidson shared a concern for bias in the educational system and for the social status of engineering with Mr John Osola, who spoke to journalists this week before delivering his presidential address to the Institute of Mechanical Engineers.

More women are now taking social work courses, reversing for the first time a general trend for the 1970s when the profession appeared to be shedding its "predominantly female" image.

Figures released by the Central Council for Education and Training in Social Work show that women still comprise the majority of new entrants to social work, but now one in three are men whereas five years ago two out of five were men.

Overall the figures show a marginal drop in the student intake for professional social work courses of 178 between 1980 and 1981 from 3,790 to 3,612, of which 1,246 (34 per cent) were men.

Another worry for the training council is a huge decline in the number of students gaining secondments to take courses, which have fallen by 35 per cent between 1980 and 1981. Graduates usually gain state grants, non-graduates come on secondment.

The council believes the fall in secondments and traineeships, largely because employers are finding funds hard to come by, will undermine the Government's objective of increasing the amount and quality of care in the community.

Last year 1,778 students (54.9 per cent) had grants and 932 (28.6 per cent) were seconded. In spite of the fall in secondments, the overall fall was kept low because of increases in discretionary awards made by local authorities and the number of privately funded students.

# Practice should gain credit

by Paul Flather  
Academics should start to think about giving "credit" for the way and extent new ideas are applied in practice, and not just for the discovery and research of such ideas.

This is the view of Sir Alan Muir Wood, an engineer, and chairman of a powerful new committee which reports directly to the Prime Minister and which is currently investigating ways to break down barriers to closer collaboration between industry and higher education.

The committee, as first reported in *The Times* (October 15), has been set up jointly by the Advisory Council for Applied Research and Development and the Advisory Board for the Research Councils and will conduct a "short, sharp, exercise" in traditional ACARD style. A report is expected in early spring.

Sir Alan told a Whitehall press briefing last week that he already knew of the appointment of one professor where the university had taken account of the individual's enormous experience and contact with industry.

Sir Alan said he thought there were "some fairly simple things" that could be done to improve links between the two sides. "If one could see credit being given in the

academic world for the application of technology, for example, it would help greatly."

The committee will look at mechanisms for encouraging collaboration, including ideas such as teaching companies and joint industry-university appointments. But it could also discuss a system of awards for "applying ideas", perhaps financial and perhaps academic.

Sir Alan agreed that the subject had been much discussed over the years but he believed a new climate of opinion had emerged with industry needing more research to overcome its problems and educational institutions needing cash to ease its problems, and the committee hoped to capitalize on this.

He hinted that the Government may be ready to provide new money to back any specific recommendations from the committee. "I cannot see how there is any room for any redistribution of funds at present."

The strong interest of Mrs Thatcher in this subject will clearly help the committee. The Government is already beginning to promote the application of university research as a distinct end. The Department of Industry is to announce the winners of its new

awards for academic-industry collaboration next week.

The British Technology Group ran academic venture and enterprise awards. A £20,000 award was given to a team of electrical engineers at Salford University this year, providing a "great morale boost" according to the vice-chancellor, Professor John Ashworth.

Salford has already replied to a questionnaire sent out by the committee pointing out that collaboration with industry will ultimately only improve when universities adopt proper "managerial structures". Professor Ashworth said he agreed wholeheartedly with Sir Alan on the need for new credit for applied work.

"But the key point is to devise new managerial structures. For example we have a special board dealing with industrial consultancy work. I cannot make those decisions in my traditional role of vice-chancellor because it requires a very different role."

The committee has written to all universities, polytechnics, and more than 200 companies for information, and is willing to hear from anyone interested.

# Seal of approval for poly

by Felicity Jones  
Hatfield Polytechnic has been commended by the Council for National Academic Awards in its review of the institution.

The CNA's visit took place last November after 27 staff had been lost through early retirement and the polytechnic was coping with a 10 per cent cut in resources thanks to a lower allocation from the pool and the loss of its rate support grant from the local authority.

It was the polytechnic's ability to handle these cuts in resources, rather than the quality of the courses, which concerned the visiting party. It found that the polytechnic had responded rapidly and effectively.

The tactics used by the polytechnic included increasing class sizes to a staff-student ratio of over 190:1 and not replacing staff.

The visiting party warned, however, that in future if there were any difficulties over resources the polytechnic would be faced with difficult decisions.

This finding has particular relevance in the light of the National Advisory Body's rationalization exercise.

The one reservation in this CNA report was whether the polytechnic was equipped to make such demanding decisions about resource allocations. In particular its data base and set of criteria for establishing priorities were criticized.

Dr John Illston, the polytechnic's director, said steps had been taken immediately to improve its decision-making systems and he was confident that it would be in a stronger position to respond to NAB.

"With our more developed data base it should be not too difficult to produce the figures required by NAB although the problem will still be the projection for 1984-85," he said.

The polytechnic has taken to deal with criticism about student accommodation with the erection of portable cabins on the campus.

# Art conversion course founders

Glasgow School of Art has dropped scheme to convert art diplomas into art degrees because of lack of funds. The college last year ran a six-month pilot conversion programme for diplomates.

Teachers, with the Scottish Education Department meeting the £8,000 cost. Mr Michael Moulter, the school of art's registrar, said: "Unfortunately this year no additional funds are available to enable us to continue or extend the scheme."

The programme was launched on the suggestion of the Council for National Academic Awards to resolve a pay anomaly. After 1986, teachers with a diploma in art and design in England and Wales were able to exchange this for an honours degree, which entitled them to pay increments.

However, holders of the Scottish diploma of art, almost the exact counterpart of the English courses, could not exchange their qualifications. There are around 5,000 art diplomate teachers in Scotland.

Glasgow School of Art submitted two schemes to the CNA: an 18-month conversion programme available to all diplomates, and a six-month programme for diplomates whose marks were equivalent to a first class or upper second degree.

Money for the scheme had to come from outside the school's budget, and the SED agreed to finance a pilot short course for eight students chosen from 98 applicants. Six had been awarded an honours degree, one an ordinary degree, and one student dropped out of the programme.

Mr Moulter said about a dozen applicants had had to be turned away this session. "The scheme is in abeyance until we can obtain funding. We are in a cleft stick. We feel we have an obligation to look after the interests of our former diplomates, but we'd have to rob Peter to pay Paul and I think it would be indefensible to curl up our arms for our full-time students."

# IBA approves continuing education

by Karen Gold  
The Independent Broadcasting Authority has approved a new continuing education unit to encourage the spread of TV companies' educational output across the country.

The unit's main task will be to assist with programme follow-up. Most of the 15 independent broadcasting companies have now recruited the community education officer their charter requires each of them to employ, and who is responsible for producing materials and finding outlets for them linked to the company's programmes.

But with each company operating separately in a different region and with the start of Channel 4 which has its own education department and liaison officer, the IBA sees a need to coordinate the companies' efforts and ensure that good programmes are available to

viewers nationwide. Recruitment for three officers to set up the unit is expected to begin soon and discussions have just taken place on which ITV programmes should be supported in this way between 1982/83.

Channel 4 and IBA programmes will be affected; some old programmes will be used but the main initiative for 1983/84 hopes for networking and collaboration with adult education agencies for at least three new series. An example of the kind of programme to be selected is the widely-acclaimed Yorkshire Television numeracy series, soon to be repeated on Channel 4.

With the more than 50 independent and possibly more later to be added, the unit plans the IBA well ahead to the BBC's nine central continuing television education staff.



Police moved in to clear hundreds of anti-vivisection demonstrators who sat down in a busy road outside Bristol University during a protest march through the city last week.

Forty-three protesters appeared before special courts the same evening on public order charges.

Bristol University feared animal welfare demonstrators might attack medical and zoology buildings as part of their campaign against animal experiments which they claim are cruel.

Much of the university precinct was closed as hundreds of police, including dog-handlers and mounted officers, patrolled approaches to the university.

Staff were advised to park away from the precinct in case cars were damaged. Security guards remained throughout the weekend in science buildings which were feared to be targets.

Trouble started when one section of the 3,000-strong march found police barricades guarding university science buildings. Some protesters, including Bristol University students, sat down across the road despite plans from Animal Aid which organized the march.

Police were unable to end the protest for nearly an hour, until officers lifted demonstrators away and formed a phalanx across the street.

Bristol University denies claims of cruelty, and says vivisection is justified by the medical advances it achieves.

The university that the high-security top floor of the medical school contains operating theatres and breeding units for monkeys and other animals. The school was dubbed with anti-vivisection slogans days before the march.

# Industry links get stronger

The University of Durham has announced plans for a £3.2m centre for materials science and technology. The centre will bring together staff and facilities from the university's departments of physics, chemistry, geology and engineering, as well as from the Durham business school.

It represents the university's response to the need for stronger links with industry, and will have a clear research focus than the science parks which have been the product of similar initiatives by other higher education institutions.

The centre for materials science and technology will be housed in buildings constructed by English Industrial Estates on university land, and work will begin early next year. The university has also been guaranteed £150,000 from the Leverhulme Trust to pay the director's salary until the centre becomes self-supporting.

Further funds for new scientific instruments will be raised from the university's one hundred and fiftieth anniversary appeal. When complete the centre should have a range of facilities unique in Europe, and Durham's vice-chancellor, Professor Fred Holliday, said this week, "we've got something here well worth selling."

The detailed proposals for the centre are the result of 18 months of discussion between university science departments and the business school, and 50 members of staff will participate in the work of the centre, as well as its own, new researchers.

The centre will have charitable status, and any profits will be used to augment the research facilities. The centre committee in the university hope the new facility will anticipate future industrial needs, and a number of companies in the north-east and further afield have already expressed interest in renting laboratory space.

It is expected that the Department of Industry and the Ministry of Defence will also take a close interest in the development of the centre.

# Fee questioned

Hull students' challenge to a £21 amenity fee is to be referred to the National Union of Students.

Ms Richardson, MP for Barking and a member of the party's national executive, originally decided to resign because she sensed a widening gulf between the NUS and the custodians of its public image.

# Quality checks called for

by Owen Surridge  
Quality checks should be made on lecturers in higher education who should undergo compulsory in-service training according to Professor Brian Cox of Manchester University.

He told the National Council for Educational Standards in London: "It is really time we put our own house in order." Undergraduates have continually complained about the quality of their teaching but we still have no checks on quality."

Some universities and polytechnics did provide courses for new appointees, he said, but these were usually very short and there was no follow-up. "We need regular and compulsory in-service training for all involved in teaching," Professor Cox added.

Referring to the recent report from Her Majesty's Inspectors on new teachers, Professor Cox said his criticisms echoed what the Black Papers had said years ago. The failure of teacher training had long been a matter of common observation.

We go on arguing about new examinations, "but the simplest things do not get done," he said. Amazingly, still the major problem in the training of teachers is that it is very poor."

Professor Cox said he would like to see the teaching style of teachers and lecturers exposed to colleagues for discussion and questions.

"It is surprising how little is done to improve standards. In the universities we often have very confused ideas about what we are doing. The polytechnics are better at that," he added.

It was time to look afresh at the question of how to cope with first year undergraduates, he claimed. "In the first year we need to consider what we are doing more than ever before because of the weaknesses of students now coming to us. It is time to think how quality can be helped and then to get down to making necessary changes. A care for teaching would improve things enormously," Professor Cox said.

Professor Cox urged professors to get together before their students and discuss the way they worked. "We should look at our practices - and our practices should be criticized," he said.

Professor John Honey of Leicester Polytechnic said it should be a condition of service for anyone entering university teaching to undergo regular in-service training. It was time university teachers were made accountable, and for the whole idea of limitless tenure to be looked at.

Dr Rhodes Boyson, under secretary of state for education, said the decline of classics and modern language studies in the universities was a direct product of their fall in popularity in secondary schools. Calling for a reversal of the trend, he said: "We suffer too much from people without knowledge of literature and history. It means there is a lack of understanding of human emotions."

All the problems of our society had existed in earlier civilizations, he claimed. The lessons were there to be learned.

# MP withdraws resignation from NUS

Labour MP Jo Richardson has withdrawn her resignation as a trustee of the National Union of Students.

Ms Richardson, MP for Barking and a member of the party's national executive, originally decided to resign because she sensed a widening gulf between the NUS and the custodians of its public image.

The crunch was the failure to organize a meeting at which all three trustees - the others are National Union of Teachers general secretary Mr Fred Jarvis and Mr Bill Murray of International Students House could discuss the growing internal

# Parkes hopeful on new funds

by Ngaio Crequer  
The University Grants Committee hopes to win its campaign to wrest more Government funds for recruiting new, young academics. Dr Edward Parkes, its chairman, said last week.

Dr Parkes, who was giving a centenary lecture at Westfield College, said in response to a question: "We are still in the midst of a bloody battle on this. But I think there is a better than even chance we will get additional funding for new blood, spread over the next 10 years, so we will be recruiting people from a year hence."

Earlier, he told the audience the early retirement programme was leading to significant distortions between non-academic and academic staff. Financial constraints would mean no significant recruitment of academics for 10 years; the implications for intellectual vigour were alarming.

Could the universities do more to help themselves, he asked? The American pattern of alumni support would not produce substantial returns, but commerce and industry might be able to help. The changing nature of the universities, responding to the demand for continuing education,

would lead to a closer relationship here. On the nature of the UGC itself, he said he would be sorry if it moved to become a more "representative" body. It was genuinely independent of the Department of Education and Science, and quite different from the National Advisory Board, although the two could work together nationally.

He warned that that failure of the student grant to keep pace with inflation might mean students would be unable to afford to live in residence unless subsidized, and subsidy was against the rules.

There would be decreasing demand from undergraduates but escalating demand from continuing education students. Should universities be making specialist provision for this, he asked. He thought the accommodation would have to be upgraded.

Dr Parkes gave a quick resume of how the UGC had approached the cuts. He said there were some universities where nearly all the indicators were positive, but no institutions where all the indicators were consistently negative.

He revealed that unable to continue to protect medicine, the committee had at one stage considered the closure of a highly prestigious but expensive provincial medical school.

The UGC had received advice from every quarter. "The only interested party who gave us no advice whatsoever was the Government." Members had not resigned because this would have shown they were incapable of acting when the going got rough; it would have been a sad commentary on their moral fibre.

And making a uniform cut would be the equivalent of resigning but still drawing their fees.

Finally he lamented that everyone referred to the "UGC cuts" rather than "the Government's cuts." "I think the Government offers its profound thanks to the Association of University Teachers and others for this," he said.

Lord Elton, Under-Secretary of State at the Home Office, answering questions in the House of Lords, refused to commit the Government to protecting the universities' budget beyond 1984-5. Despite pressure from Opposition peers, he insisted that this was "as clear an indication of our intentions and the direction of our expenditure plans as it is fair to give at that distance of time."

# Digging for Bronze bodies

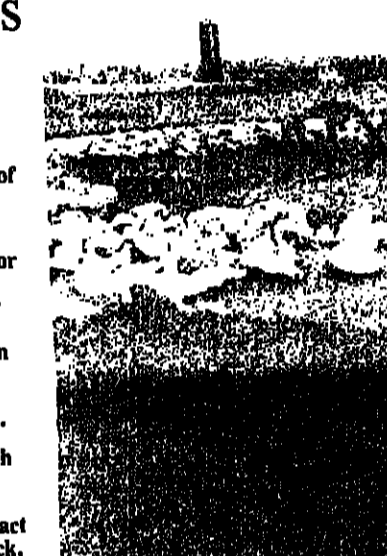
Archaeologists from Lancaster University have just completed a three-month excavation which uncovered a Bronze Age funeral monument containing the remains of two leading figures buried nearly 4,000 years ago.

Mr Adrian Oliver (right), director of the excavation, said that the monument was considerably larger than those found previously in western Britain. Builders had been brought several miles for its construction, indicating its importance to the local population.

The project was carried out with the aid of a grant from the Department of the Environment before the site was dug up to extract gravel. The monument, at Borwick, near Carnforth, was discovered by Lancaster staff four years ago.

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# Fewer men study social work

by Paul Flather  
More women are now taking social work courses, reversing for the first time a general trend for the 1970s when the profession appeared to be shedding its "predominantly female" image.

Figures released by the Central Council for Education and Training in Social Work show that women still comprise the majority of new entrants to social work, but now one in three are men whereas five years ago two out of five were men.

Overall the figures show a marginal drop in the student intake for professional social work courses of 178 between 1980 and 1981 from 3,790 to 3,612, of which 1,246 (34 per cent) were men.

Another worry for the training council is a huge decline in the number of students gaining secondments to take courses, which have fallen by 35 per cent between 1980 and 1981. Graduates usually gain state grants, non-graduates come on secondment.

The council believes the fall in secondments and traineeships, largely because employers are finding funds hard to come by, will undermine the Government's objective of increasing the amount and quality of care in the community.

Last year 1,778 students (54.9 per cent) had grants and 932 (28.6 per cent) were seconded. In spite of the fall in secondments, the overall fall was kept low because of increases in discretionary awards made by local authorities and the number of privately funded students.

Mr Tony Gardner, principal regulations officer for the CCETSWS, warned that if secondments continued to fall and cuts continued in higher education the number of students taking postgraduate courses would be badly hit.

"As a training council we would be very worried if the balance of graduate and non-graduate students was badly distorted," he said. "We would want the intake to reflect the balance of society, and for social work to become predominantly female is not ideal."

A major reason for the increasing proportion of women has been the fall in entrants to courses coming directly from employment. During the huge expansion in social work in the early 1970s a large number of entrants were field workers and senior officers who had never before been trained professionally, and most were men.

Mr Gardner said this backlog of "untrained" social workers was now largely over. A second reason was that more graduates were taking courses, and in general it was women who opt for social work at universities.

*Data on Training, £1.50 from CCETSWS, Derbyshire House, St Chad's Street, London WC1.*

# Plastic for Jesus

New technology is encroaching on the traditions of Oxford. A new automated point-of-sale system for students and staff is to be introduced

next January by Jesus College, which was founded in 1571 by Queen Elizabeth I. It will replace the traditional coupon books used in the college when buying drinks in the bar or meals in hall.

The unit's main task will be to assist with programme follow-up. Most of the 15 independent broadcasting companies have now recruited the community education officer their charter requires each of them to employ, and who is responsible for producing materials and finding outlets for them linked to the company's programmes.







# Federal latecomer breaks the ice

In a sudden switch of federal policy, Canada's new Secretary of State Mr Serge Joyal, made an unscheduled appearance at a landmark conference on higher education policy stages in Toronto last week by provincial education ministers.

His predecessor, Mr Gerald Regan, had angrily refused an invitation because the provinces had excluded the federal government and barred federal ministers from speaking.

Mr Joyal's decision to attend was the first hint of a thaw in relations between Ottawa and the provinces, which have been chilled this year by a new argument over how much the federal government can influence higher education - constitutionally the responsibility of the country's 10 provinces.

In a brief after-dinner speech, Mr Joyal said he was anxious to hold talks with the provincial ministers on higher education needs. He promised to approach the talks "in a cooperative way" and avoid unilateral shifts in federal policy towards the sector.

Mr Joyal's conciliatory remarks had an immediate impact on the provincial ministers. Dr Bette Stephenson, chairman of the provincial Council of Ministers of Education, said in a closing address that the Secretary of State had given her new hope.

"A few months ago governments were slinging mud at each other while institutions waited like nervous debutantes," she said. "I can tell you

## North American editor Peter David reports from Toronto on an experimental conference on Canadian higher education

the mud is still there but at least the slinging has stopped.

"After meeting and listening to Serge Joyal at this conference I have a sense of hope that the provincial governments and the federal government are entering a new stage of understanding and cooperation."

More than 400 university and government leaders attended the conference, the first of its kind held in Canada and, according to Dr Stephenson, the most representative group ever brought together to discuss the nation's policies on post-secondary education.

The provincial ministers said they organized the conference because the Canadian delegation at an international OECD meeting on higher education a year ago had returned home eager for a chance to discuss the same themes in a specifically Canadian context.

In private, however, officials of the Council of Ministers admitted that the conference was also intended to signal to Ottawa and to the academic community that the provinces wanted to take their con-

tributions and unwieldy discussion groups that stifled participation from a representative cross-section of the education community."

The format for the conference had been borrowed from the OECD conference in Paris last year, which concentrated on the medium to long-range prospects for access to higher education, relations with industry, finance and government.

As a result there was little discussion in Toronto of the imminent confrontation between Ottawa and the provinces over the amount of money the federal government intends to give the provinces this year for higher education.

In talks last July the federal government made it clear that it would refuse to increase the proportion of federal money going to the universities - currently more than 50 per cent of their costs - if the provinces continued to block Ottawa's request for a bigger say in how the money was used.

Dr Stephenson, anticipating some of the criticisms from participants, promised in her closing address that the council of ministers would consider ways of involving higher education institutions in some of the major decisions confronting the ministers. One possibility would be the establishment of a permanent forum to discuss postsecondary education policies.

## Political row 'puts strain on institutions'

A "deep crisis" in relations between the federal and provincial governments in Canada is imposing new strains on higher education institutions which are already short of funds, according to Mr J. F. O'Sullivan, vice president of the University of New Brunswick.

In a paper on public priorities in postsecondary education, he claimed that the current debate over the level of financial support for higher education had nothing to do with higher education's needs.

"Instead, most of this discussion has to do with the general division of fiscal resources between federal and provincial governments and with the interpretation of the constitutional authority and responsibility of these two levels of government," he said.

"These federal-provincial confrontations have precipitated a special crisis for higher education, as well as for health care and other programmes for which governmental responsibilities have been shared in a particular way, but which the two levels of government cannot agree to maintain."

Mr O'Sullivan was referring to a major dispute between the federal and provincial governments over the system of Established Programme Financing, which enables the province to receive more than \$3,000m a year from Ottawa but retain complete discretion over the use of the funds.

Recently, the federal authorities have announced their intention to reform the EPF system so that Ottawa can play a part in determining higher education policy.

In his paper, Mr O'Sullivan said there were bound to be occasions when "strong intervention" by the federal government was necessary to ensure the achievement of national objectives.

"It would be greatly to be regretted that the strong hand of 10 independent provincial policies will always stifle the full range of activities in the field of higher education, or that voluntary cooperation or coordination among the provinces would assist their fulfilment," he said.

But the introduction of separate federal and provincial grants - in place of the present system of exclusively provincial control of university business - would produce conflict and

## Access attack prompts walk-out

An outspoken attack on Canada's policy of allowing ever increasing numbers of people to receive a university education prompted scores of delegates - including the leadership of the Canadian Association of University Teachers - to walk out of the formal conference banquet organized by the Council of Ministers.

Mr Roger Gaudry, former rector of the prestigious University of Montreal, delivered a searing after-dinner speech claiming that the quality of higher education had been degraded in the name of "democratization", and calling for sweeping rationalization to restore standards.

Universities in Canada and elsewhere had responded to pressures to democratize by opening their doors too widely, Mr Gaudry said. The use of a credit system, giving students a virtually free choice of studies, had resulted in the production of graduates who had never had to submit to "a strict discipline of the mind."

"Access to university has been made easy for part-time students and for adult students," he said. "They have received a teaching which is often not of university level, and which should have been given in institutions for tertiary education."

"Universities have also been allowed to multiply far too extensively the number of programmes which students could take, yielding often to the pressure of teachers trying to attract more students into their disciplines."

But in the new financial context rationalization of the university system in Canada had become inevitable. This would entail universities allowing tertiary institutions to take over lower-level work and restricting university entrance to students with a high degree of motivation and

ability to do so. "The expansion of universities and colleges has made higher education a fully fledged player in the economy and means they must abide by the same rules as other sectors," Dr Bette Stephenson, chairman of the Council of Ministers, said in her closing address.

## Stick to the economic rules, delegates are told

"Government must establish the general objectives for its publicly funded institutions and determine the amounts of public money it is prepared to provide them," she said.

"In the '80s we may be forced to reallocate public funds towards activities which have a more direct impact on economic development if we want to ensure that there is a wealth-producing sector within our society which will provide funds to support postsecondary education."

Dr Stephenson said "Autonomy cannot be unlimited."



Bette Stephenson: "Autonomy cannot be unlimited."



Camille Laurin: "HE's role is essentially cultural."

## A plea for the old values

Higher education should not seek to justify itself during the present economic crisis by increasing vocational training and betraying its traditional role of basic research and teaching, Dr Camille Laurin, Quebec's Minister of Education, told the conference.

He acknowledged that the fall in the student-age population and the worsening economic outlook was affecting universities in Canada and elsewhere, compelling higher education to justify its role and costs.

Dr Laurin urged universities to reject "sterile dichotomies" between their cultural and economic contributions. The role of higher education was essentially formative and cultural and preparing students for working life entailed more than job-specific training.

"Being able to lead a successful working life also means behaving like a responsible, creative citizen capable of cooperation and having a critical mind as well as a good imagination, in a professional capacity as well as in daily life," Dr Laurin said.

Forecasters of manpower training needs were anyway notoriously inaccurate and could not be used to plan the balance of university courses. Committees which had done so had failed because it was impossible to predict the interplay of factors which determined the demand for graduates.

Institutions of higher education had to be sensitive to new groups of students and their changing requirements but ought not to respond by reducing the educational content of courses or destroying the balance of disciplines.

"Let us have enough of a sense of history to believe that disciplines have ups and downs with respect to demand by society," Dr Laurin said. "Let us not conclude too quickly from the decrease in job opportunities that such and such a sector is useless."

Dr Bette Stephenson, Ontario's education minister and chairman of the Council of Ministers, said it was important to maintain a balance between traditional liberal education and more specific job preparation. But she warned that the training component was likely to grow.

"There are those who refuse to consider this utilitarian view of higher education, and I believe it would be regrettable if it were to become the only officially defined role of postsecondary education, particularly the universities," she said.

"But a failure or refusal to recognize that higher education has an increasingly larger training component is not likely to improve the status of the system in the public's increasingly critical view."

# In search of excellence

Quality control, which necessarily involves subjective and controversial judgments, is certain to become an important issue in higher education in the 1980s. Already the University Grants Committee has applied its own criteria of excellence to the distribution of a much reduced university grant, and now the new National Advisory Body for polytechnics and colleges is toying with the best way to measure quality.

Yet outside bodies like the UGC and the NAB, and to a lesser extent, the Council for National Academic Awards, are sometimes regarded as too bureaucratic and too remote to do this delicate job properly. Informal procedures such as external examination and peer review are criticized for being too subjective and to incestuous.

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The THES will describe the different dimensions of quality control in universities, polytechnics and colleges - external validation and internal review, outside inspection and internal evaluation. The roles of CNA, regional advisory councils, profes-

sional bodies, and the Inspectorate will be discussed as well as the less formal procedures common in the universities. The series will end with a report of the THES's own survey of the best departments in four disciplines in British higher education.

This week PATRICIA SANTINELLI describes the work of the CNA and goes on a visitation to a polytechnic seeking approval of a new teacher training course.



## Three tiers for the CNA

Big Brother is watching us from now on, said a young lecturer after his first visitation from the Council for National Academic Awards.

This was just after publication of the council's radical "Partnership in Validation" scheme. But remarks like this and descriptions of raiding parties are still fairly common here as the procedures were designed to move away from the inspection threatening image towards approval by one's equals.

It is acknowledged that the partnership scheme has removed much of the top-heavy bureaucracy and didactical aspects but there is still a strong belief among the council and institutions that there is a lot of room for improvement.

CNA determines the conditions but does not examine students or lay down curricula. There are now some 2,000 courses in 150 institutions ranging from accounting to urban and regional planning leading to council awards.

A council working party is currently examining long term developments. It is debating what measures should be taken, in particular, to give institutions greater autonomy in course approval.

Three models proposed by the working party were turned down by the council this month, because they did "not sufficiently reflect its value as an independent and impartial body for setting academic standards".

relationship put forward in 1979, under which different institutions could make different arrangements.

Chief officer of the council Dr Edwin Kerr said: "We had not anticipated the number of institutions which would see this as a test of their virility, and we were literally deluged with proposals."

The council decided to retrench because it felt that its visitors might find it difficult switching from one procedure to another.

Another factor for the future is the council's relationship with the National Advisory Body which is about to make approaches to various validating bodies.

In particular the council will have to discuss with NAB the problem of expenditure cuts. Dr Kerr said: "Some institutions are at the moment reacting to a lack of resources by producing courses which lack support facilities. CNA cannot give approval on this basis for more than one year."

The council's decision to foray across the binary divide and move into joint validation of postgraduate courses, such as the MEng with universities, is also bound to have an important effect on future procedures, especially as it will require a

change in the CNA's charter. Dr Kerr, however, is quick to point out that the council's actual structure will not change, nor is there any intention that the council should move into validating university courses.

"However, I do believe that universities could well profit by adopting a similar system to ours. CNA validation provides a body of experienced academics and others whose assessment is not just based on their own experiences but who have a national overview," he said.

There is no doubt that a process which forces lecturers to question themselves on the production of course, its aims, cost, methods of teaching and learning, is being extremely beneficial to the public sector, he added.

This process is extremely varied and never static. Its maintenance and development is the responsibility of the council's three tier structure.

The council is headed by a chair-finance and includes 25 members, most of whom are drawn every year from institutions of further education. The rest are divided almost equally between universities and industry, with two members from local education authorities.

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The council is headed by a chair-finance and includes 25 members, most of whom are drawn every year from institutions of further education. The rest are divided almost equally between universities and industry, with two members from local education authorities.

It combines in most respects the dual functions of a university council and senate and is the authority on all matters of policy and finance. Its income all comes from student registration fees.

Twelve committees, broadly comparable to faculty boards report to the council. Seven deal with academic policy, institutions, Scotland, review and structure of membership, higher doctorates, constitution and a general committee dealing with finance.

Five committees deal with specific subject areas and are responsible for the approval of courses or programmes of research. These cover art and design, arts and social studies, business and management studies, science and technology and education.

The latter is the means by which the Secretary of State for Education is satisfied as to the suitability of initial teacher training courses validated by the CNA and for the arrangements recommending qualified teacher status.

In turn the function of the committees is delegated to some 65 boards and panels with a combined membership of 2,100 which are dealing directly with the evaluation of courses.

The boards/panels members are selected on the same basis as council members but are unpaid.

There are four main types of boards: Those that deal with single disciplines; those that deal with a number of related subject areas; those which consider multidisciplinary courses; and those that consider a particular type of course in a given area.

The boards are responsible among other things for approving the appointment of external course examiners. They also have to provide for the exchange and discussion of views and the professional implications.

The "Partnership in Validation" scheme means that validating procedures are now much more review than approval.

Courses are now approved for an indefinite period subject to review instead of a limit of five years. As a result institutions and departments are now not so fearful that their courses can be withdrawn.

Dr Kerr says that "Partnership in Validation" was only a formal statement of a policy which had already been implemented by some of the boards.

Validation starts with the institution's course team. A new course takes 18 months to 2 years to prepare. Teachers first have to seek their faculty board approval. The institution has to approve it in the context of its resources, development plans and market research.

It is then sent to the local education authority, which seeks the approval of the Regional Advisory Council which then forwards it to the Department of Education and Science.

Only once DES approval has been granted can the institution officially submit its course to the council. By this time however the course team will probably have had unofficial contact with the council and local inspectors.

A visiting party will only go to an institution if there is a reasonable chance of approval being granted. Arranging a visit can take up to two or three months.

Once the visit is over, if approval has been granted, and this can be just for a fixed period, a report will be compiled by CNAA officers. This is then commented on by the visiting party, after which a letter detailing special conditions is sent.

## Anatomy of a polytechnic visitation

Tremendous stamina from both the visitor and the visited is needed when the CNA comes to call.

It is surprising that the CNA continues to recruit visitors whose only tangible reward is a good meal.

Visiting or "raiding party" members are usually drawn from a variety of backgrounds. In this particular example because the postgraduate teacher training course being examined comprised primary and secondary routes the party included both primary and secondary specialists.

There were also members who could comment on teaching skills, and theoretical studies, as well as expertise on educational psychology, multicultural education, sociology, special needs and a serving teacher.

The council generally tries for a small number - in this case 12 including a CNAA officer - who can combine their own expertise. But it has been known for 30 people to descend on an institution.

Members are also selected for their ability to avoid confrontation and for their positive view of the validation process. Even so personally problems do occasionally occur.

A fundamental lesson here was that one should avoid at all costs putting visiting party members into the lion's den. It can only lead to confrontation or apathy. At least one person should be sent to wake until the end of the proceedings.

Questioning was extremely tough. It ranged from why history was not a legitimate subject within the primary course to why should maths and languages be protected areas.

There was also concern about the fluidity of the timetable. Panel members were worried that this could confuse students an not allow for important parts of the syllabus.

By the end of this session the course team was only half way to persuading the visiting party as to the value of its course. The chairman of the visiting party said the visitation should be as short as possible, but it was clear that the nuts and bolts made it clear that the nuts and bolts of the course were not being asked.

He expressed a desire to talk to staff and students on the primary route had been modelled.

A good meal, a night's rest and the visiting party was back in the fray, this time to meet the "bigwig".

The polytechnic director explained that as far as resources were concerned the situation could not be improved. The local authority was insolvent. He said the oversubscribed faculty of education would have to lose a number of people.

However, he stressed that this would not affect the course and should there be any signs that it might, the CNAA would be advised immediately.

From then on the visiting party divided into two, half to follow up the

primary course, the other half to investigate the secondary route.

The main questions the primary visiting party wished to put to staff and students were on the logistics of the course. It wanted to know more about the course content in "broader" terms.

Yet the subject of the timetable, the real content of the course, and fears that students would be exploited, continued to worry the visiting party. It was not until the visiting party had seen students both on the drama course and on the current PGCE course that members actually seemed to believe there was a case for approval.

The drama students pointed out that their course kept them involved and had the opposite effect of lectures which had "switched them off". It provided enormous feedback between students and tutors. They seemed to have no doubt about flexibility, the content or aims of the course. It was described as a spiral curriculum which operated perfectly.

Students on the current course said they had been convinced of its value by talking to tutors.

The one area which students criticized - theoretical studies - turned out to be the main source of conflict in the last session between the visiting party and course team.

It ended with no agreement and some apparent bitterness on the part of the course team.

Eventually members seemed to agree that the primary course should be given the go ahead but felt strongly it should be reviewed within a set period because of its experimental nature.

As far as the secondary route was concerned there were some doubts as to whether it would recruit and several disapproving remarks, but eventually it was agreed that it should go ahead for a limited period.

The chairman said he would tell the polytechnic that the primary route would receive indefinite approval with a review in three years to coincide with that for the drama course. The secondary route would only be approved for three years as an extension with the provision that it be rethought, but that it should not be modelled on the primary route.

Everyone involved then trooped into one big room, including teachers, students, the course team and Her Majesty's Inspectors to hear the polytechnic's case. The chairman congratulated the course team for their frank report.

The course director explained that one of his main reasons for changes was that examiners had found it difficult to see how they were achieving their aims in middle schools.

There were not enough middle schools to place their students for teaching practice and in the end they were really producing lower secondary teachers.

In answer to questions he emphasized that the course had not been split all the way to ensure that students would continue to meet, and because some common ground such as theoretical studies must be retained.

The visiting party's questions covered areas such as the teaching skills unit, the amount of contact time, the length of essays, school based experience, assessment, log books and school experience as the core.

A great deal of the session was spent on discussing the reduction proposed by the course team. It emerged that by the decision to cut graduates greater time in areas which were not being adequately covered.

It was felt that the number of words in assignments was far too restricted and that the quality of writing work was suffering. It was stressed too that the cutback had been particularly requested by students.

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John O'Leary and Patricia Santinelli look at four colleges with much to lose from the Government's proposed cutbacks in teacher training

**De la Salle: £1m star at stake**

Sophisticated and expensive equipment is still being delivered to the impressive new centre for craft, design and technology at De la Salle College, Manchester. The centre was built at the suggestion of the Department of Education and Science and will have cost close to £1m by the time a new computer has been installed.

Yet, although 85 per cent of the money has come from the DES, which considers the shortage subject of CDT a priority, this did not prevent the same department effectively recommending the closure of the college in its teacher education cuts. The college authorities admit that their programme of diversified degrees could not stand the strain of losing all initial teacher training.

The CDT centre, which took its first students only this month, is undoubtedly the star attraction of the college and the reason for its appearance on the DES list was greeted with such incredulity. It claims to be the leader in curriculum development within the subject, having worked closely with Her Majesty's Inspectorate and with industry. Demand from students for places and from the schools for both graduates and student teachers leaves little doubt that its reputation is high.

Indeed, this was confirmed when a delegation on behalf of De la Salle met Mr William Waldegrave, under-secretary for Higher Education. The delegation included MPs from both main parties as well as Roman Catholic leaders and a representative of the neighbouring education authority of Rochdale. It pressed the case for the college's retention on regional and religious, as well as educational, grounds and came away optimistic. If little wiser about the criteria used for their initial inclusion or for possible removal from their Government's list.

Brother Wilfred, the college's principal, accepts that De la Salle's fate is largely out of his hands and banded up instead in the talks which have been taking place between civil servants and officials of the Catholic Education Council. While the Council has been arguing for the removal of both its colleges from the list, he expects one at most to be spared.

Although the Salford diocese in which De la Salle is situated covers one of the four main centres of Catholic population in England, the presence of alternative teacher training centres in Liverpool and Leeds could militate against the college if the Catholic authorities were forced into opting for a single survivor. But the academic programme at De la Salle might be preferable to that at Cardinal Newman College in the eyes of the DES.

Indeed, the bracketing of De la Salle with other maintenance institutions instead of in its rightful place among the voluntary colleges, and leaks suggesting that it was a late inclusion on the list, have encouraged speculation that it was always expected to escape the axe. Such a suspicion only fuels more bitterness among staff, who fear that the stigma of being listed at all will cause problems in the future.

In common with other colleges of higher education, student recruitment has been booming in the past two years, especially among the Catholic students which comprise 75 per cent of the college population and more on teacher training courses. Now there is an inevitable hiatus while the future of the college is decided. Should it close, the loss will be felt by neighbouring schools of all denominations, which are given access to facilities on the 60-acre campus, as well as by the Catholic schools which have come to rely on its past and present students. Some 70 lecturers, only 10 of whom are members of the De la Salle order, would lose their jobs.

**Newman: Hoping for a primary solution**

Newman College in Birmingham, like De la Salle, is at the centre of a fight by the Catholic Education Council to retain its historic share of teacher-training places to match the size of the Catholic population and schools nationally.

Bishops met Sir Keith Joseph for the third time last week to argue for a restoration of their share which has fallen by 1 per cent and which if restituted would provide enough places to keep both colleges open.

The retention of the college, the only Catholic teacher-training college left in the West Midlands, was an issue in the Northfield by-election. One point in favour of the college, which was purpose-built in 1968, is that if it did not exist the CEC would be asking for another one in the area, since the two dioceses of Birmingham and Nottingham alone have 13 per cent of pupils in Catholic schools in England and Wales.

The college believes it has a strong case for surviving. In answer to criticism by the Department of Education and Science that it has concentrated mainly on secondary education recently, it argues that this was a natural response to market forces in ensuring the employment of its students.

**“We do not need to retrain anyone; all that would necessary would be a change of emphasis”**

In fact Mr Simon Quinlan, who was the first lay principal to be appointed to a Catholic college and who has been at Newman since its inception, argues that the college has tremendous expertise in primary teacher training, which is exemplified by the fact that a large number of staff regularly teach in primary schools.

“When we told the DES earlier this year that we were prepared to go over to primary completely, it was not a lightly based statement,” he said. “We do not need to retrain anyone; all that would be necessary would be a change of emphasis.”

And because the college has responded to recent curriculum developments, it has strong basic expertise in key areas such as language development, primary school science, microcomputing and multicultural

education, all of which are likely to be in demand in the 1990s, particularly for training primary teachers.

Mr Quinlan pointed out that the Government had only recently selected Newman as one of the main centres under the Microelectronics Education Programme for the preparation of programmes for primary schools. The college now has a computer centre which is gradually providing a software service to schools.

The college has also been criticized for its poor recruitment. But Mr Quinlan says that although this is true it must be seen in context. The college was not obliged to diversify, and this had obviously affected its numbers.

It had also been affected, like other institutions, by general bad recruitment and was suffering by having its quota pegged at the 1981 level of 61. In fact by negotiating with the CEC it was able to obtain an extra 12 places and could have taken more. Out of this total, 57 were in primary training.

The college has got a strong in-service training reputation within the West Midlands. As a well equipped and well resourced centre it can offer a wide range of BE degree and diploma courses as well as the shorter regional/DES courses. About 100 teachers were taking the BE degree in 1982/83.

In addition the college has a substantial amount of involvement in practical curriculum development and research linked to teacher training. For example one of its projects is children's writing. This is being undertaken jointly with the English language research unit at Birmingham University, the college's validating body.

Mr Quinlan points out that many of these aspects seem unknown to the DES and he hoped that having presented the college's case, ministers would reconsider their decision.

If it is not retrained, the first area to go would be the in-service provision. The second would be staffing in the run-up to a closure in 1986, as it was unlikely that those lecturers who could easily find other jobs, such as in computer science, would remain behind.

He did not believe there could be a solution by merging with Westhill, the Freuchville college in Birmingham, although they had investigated collaborating as a first step in joint training for in-service BEds.

Ultimately though the survival of the college would not depend on the massive support it has received, nor so much on the DES, but on the extent to which the Catholic Education Council is prepared to compromise. Unofficially it is believed to be prepared to let Newman go. Officially it says it will fight tooth and nail for the retention of both colleges.

**Bishop Grosseteste: Still in the dark**

Bishop Grosseteste, one of the institutions which would almost certainly close if teacher education was removed, has still not been told after three months why it was included on Sir Keith Joseph's list of “baddies”.

To the college, the announcement that it was to discontinue teacher education came literally as a bolt from the blue. Being entirely devoted to and with a good reputation in primary education, it had reason to believe it would expand.

And, since the college has always had good relationships with both the DES and HMI, the shock was greater, as it had been given no indication that it was dispensable or not fulfilling its obligations, indeed the contrary seems to have been the case.

And in a region with unemployment above the national average, the loss of 150 jobs and of annual expenditure of some £1.5m cannot be disregarded.

The college also feels strongly that it has got over its recruitment problems. Like many institutions it suffered from poor BE recruitment in 1980 at which time primary teaching was not seen as offering good employment prospects.

But Mr Marsh points out that although they were pegged to a target of 68 for 1982 by the DES, they could easily have recruited well over a hundred, who would have a good chance of placement at the end of their courses since the college's employment record is high with nine out of ten students getting jobs as teachers.

The college has also been pressed about its lack of a postgraduate primary course. Yet it is known that Bishop Grosseteste has for the last six years been asking the DES for support to start such a course.

It is certain that college resources and experience would have made it a more appropriate setting for a postgraduate primary course than some of the universities which have now been asked to establish these without links in the area.

In this the college is supported by its validating body the University of Nottingham which describes the college as one of the most competent institutions in the field. One that seeks to combine academic rigour and professional skills in a very innovative way, and whose staff go out and teach in primary schools.

If the DES should decide to close the college, it will have to face the might of the Church of England. Already bishops and MPs have been pressing for the retention of the college and an active campaign would be mounted to oppose its closure.

Once the governors and the Church of England's board of education have met to plan their strategy, the matter is not resolved by Sir Keith Joseph would be taken to the Prime Minister.

The Church's attitude is different from that in the time of Harding. It will not let the college go, on the contrary will press for the undertaking given by the DES in the last few years that it would retain all its 11 colleges until the end of the century.

Mr Leonard Marsh, principle of

the college, says this is unusual. “Local authorities are not usually enthusiastic about teacher training institutions, let alone ones that they do not own.”

Moreover there would be wider social and economic impoverishment if the college as the last remaining tertiary institution in Lincolnshire was closed. It has had an “open door” policy for some time and many organizations have used the college as a centre for continuing education and for leisure activities.

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**An open-minded and flexible approach to the need for creative change**

Mr Christopher Ball is not only the first chairman of the board for the new National Advisory Body for polytechnics and colleges, but also the first non-clerical warden of Keble College, Oxford, that monument in coloured, crumbling bricks and perhaps more resilient Anglican traditions.

In both roles he has to act as a skilful agent of change, balancing necessity with sensibility. During the past 20 years Keble, once an institution with traditional strengths in history and theology and very much committed to the purposes of its founders, has become one of Oxford's largest colleges with new strengths in engineering and the sciences.

Mr Ball, who has presided over the most recent part of this process without offending the sensibilities of past Keble members, and who is flexible enough to accept the occasional misplaced invitation to preach a sermon out of piety to his predecessors, may know a lot more about creative change than initial critics in the polytechnics and colleges were prepared to concede.

A second quality which Mr Ball brings to the chair of the NAB board is an open-mindedness which a more engaged person would perhaps have found difficult to achieve. He has learnt much in the past six months because he had much to learn. Someone initially better informed might have learnt less.

Mr Ball, of course, was not involved in the original horse-trading between the Department of Education and Science and the local authorities which led to the formation of the NAB. Nor did he have any influence over the development of its peculiar constitution which includes a top-tier committee and a second-tier board. So perhaps a degree of neutrality can be added to the open-mindedness.

He admits that he was at first surprised by the way the NAB had been set up. As a university teacher, he was irritated by the complexity of the committee-board structure, the generous representation of civil servants and local authority officers on the board (despite the dominance of the committee by these two interests), and the lack of a sufficiently large number of “academic” members. It seemed a long way from the obvious model of the University Grants Committee.

But after six months in the job, he takes a view of such questions that is more positive, if less simple. Although the NAB represents an unusual, and potentially unstable, compromise between national and local government, this ambiguity has not been, in his experience, the source of any trouble.

Instead, the DES and local authority members have given him positive support as chairman, both apparently convinced of the need to make the NAB work. So Mr Ball's views have shifted – and not simply because he has been guaranteed by this strange solidarity a convenient block of 12 votes on which in most circumstances, he can rely.

At first he was disappointed that the committee was not prepared to leave the board alone to get on with the job but insisted on shadowing it, meeting by meeting. “Now I accept that elected representatives have to be able to take responsibility for NAB decisions.”

Instead of deploring strong DES and local authority representation, Mr Ball sees it as a considerable asset. He explained: “These political influences can be helpful. They mean that if NAB gets its decisions right it will be able to rely on strong political support.” Seen in this light, it may be the DES and the local authorities which end up as the prisoners of the NAB rather than the converse.

Mr Ball has also shifted his ground on the representation of academic interests on the NAB, although he admits that he shared the common initial criticism that the body lacked proper academic credibility. He now believes that a UGC model would be quite inappropriate for the non-university sector.

“The problem of academic credibility cannot be solved by tinkering with the board,” he explained. “It is

**Peter Scott talks to Christopher Ball, chairman of the National Advisory Body, about its changing priorities and direction**

not that the NAB has insufficient academic credibility; it has none at all in the sense in which the UGC is ‘academically credible’. But that is not really its main job.”

Mr Ball makes three points in elaboration. First, the academic input into the NAB's work should come from the third tier, the subject working groups (at present art and design, pharmacy and engineering). Second, increasing institutional representation on the board would not necessarily do much for academic representation.

Reflecting perhaps the syndarctic mentality of the Oxford don or his many years in the chair of the Council for National Academic Awards' English board, Mr Ball is careful to distinguish between institutional views as formulated by principals, directors and other managers, and the academic interests of teachers. He makes no secret of the fact that it is the latter which he values more highly.

All my prejudices as a university teacher make me think that institutional freedom is very important. Although it may throw up black spots of irresponsibility and idleness it is the only way to release initiative. But institutional freedom is not the freedom of institutional directors (or principals or vice-chancellors) to act as autocratic managers. It is freedom much further down the line.”

Mr Ball's third point is that the assessment in polytechnics and colleges of academic quality should not be the predominant criterion in determining the future pattern of university higher education. At least as important should be what he calls the regional distribution question, the attempt to make sure that an equitable distribution of courses is provided, which is especially important for part-time higher education.

“It is important that there should be a shading across the line between advanced and non-advanced further education.”

Then should come the protection of minority courses in subjects of national importance. For them the NAB would rely for advice on the Inspectorate, the CNA, and the regional advisory councils.

And after that, should come what he calls “the piggy back principle” where advanced courses, in themselves maybe undistinguished, are carried on the back of advanced courses, carrying non-advanced courses on their back, perhaps by attracting better teachers. “Although NAB can only be concerned formally with higher education, it is important that there should be a shading across the line between advanced and non-advanced further education,” explained Mr Ball. Finally, there is the question of academic quality in an austere UGC sense.

Mr Ball has also shifted his ground on how the NAB should get this academic input. He firmly believes that it would be wrong to try to set up discipline-based subject committees on the UGC model, partly because the NAB has only half the resources and a fraction of the UGC staff, which is already overstretched.

This is partly because do not polytechnics and colleges do not have the same clear disciplinary sub-structure as the universities, and



the Secretary of State for Education.

The whole relationship between the NAB and the UGC will be of crucial importance, Mr Ball believes. Inevitably the question of a long-term merger between the two is raised, and already the two chairmen and their senior officials have meetings every six weeks. He believes that eventually the DES will have to evolve some all-encompassing advisory body for higher education, if only to provide the best possible back-up to the guidance which Sir Keith has already offered the universities and is about to offer the NAB in a somewhat more detailed letter.

At an administrative level, the influence of the NAB on the UGC will be considerable. The more open style of the former may ease the UGC away from its obsession with confidentiality. Calculations of teaching costs in the polytechnics and colleges, and especially any NAB attempt to squeeze out a little research money, will highlight the case for disaggregating teaching and research funding in the UGC grant. In many ways the NAB tail may wag the UGC dog.

When he became chairman of the NAB, Mr Ball placed little emphasis on the regional dimension; now, even before the inevitable arm-twisting from the RACs, he is convinced that “the regional distribution question” is perhaps the most important criterion in any selectivity strategy by the NAB.

Conversely, months ago he was more concerned about academic credibility than he is today. He now believes that to place too much emphasis on academic quality in a narrow UGC sense is to judge the polytechnics and colleges in a unjust way, and so to abandon their rightful claim to distinctiveness.

Both shifts of priority arise from Mr Ball's view of where higher education is, or should be, going. Full-time degree-level higher education for 18 to 22-year-olds “which I value greatly because it has been my life for 25 years” needs to be planned at the centre because in Britain such students are portable, but with part-time and continuing higher education the opposite is the case. It is in this latter area that the greatest failure occurred and where the main reason for low participation in higher education is to be found.

Whatever the popularity of such an outlook in an increasingly crabby system, it is remarkably close to the original and the best intentions of Anthony Crosland and Toby Weaver. The inspiration of the binary policy, in its best and brightest form, remains very much alive – on Mondays, Tuesdays and Thursdays in a modern office block over video shops in London's Tottenham Court Road, and on Wednesdays and Fridays in the Warden of Keble's splendid Victorian lodgings.

partly because there would be no point in the NAB trying to do what both the CNA and the UGC do better.

He now intends to try to plug the NAB into the academic expertise of the UGC and CNA subject boards. He has made initial approaches to both, which have been favourably received in principle. But the ability of an overstretched UGC to cross the binary line, if only on a subject-by-subject basis, or of the CNA to move on from the threshold validation to qualify ranking, remains in doubt.

Whatever the outcome, the NAB has already decided that it was “not falling for the UGC line” by going for subjects, Mr Ball explained. It had to proceed through institution, which meant of course that any closures were likely to be not of courses or even departments but of total institutions.

Many people in higher education are concerned that the NAB will end up as an instrument of the cuts whatever its initial intentions. Mr Ball faces this dilemma head on. “It is perfectly possible that the NAB may do its job only to destroy itself in the process,” he said. “After all, the UGC, which was asked to do a similar job but with a flying start and is well respected in the universities, has been rocked by the events of the past year.”

But he insists that the establishment of the NAB and the present policy of reducing public expenditure are quite separate. Although the accident of timing might suggest they were part of the same policy, the need for national coordination had been recognized since the introduction of an advanced further education pool and the production of the Oakes report.

“Perhaps there ought to have been a NAB to control the wider inflationary excesses of the uncapped pool,” Mr Ball continued. “But once the pool was capped there was an urgent need for a central body to advise on the best distribution of available, and

scarce, resources.”

On the cuts, the chairman of the NAB preserves a position of discreet resistance, although he warns that non-cooperation with the NAB can only make its decisions worse without deflecting the force of the cuts. He is uncomfortable with the idea of the NAB simply being used as a lobby for the polytechnics and colleges, partly because it remains the Authority of Local Education Authorities to haggle with the DES about money.

But Mr Ball does believe he has the right to speak out publicly about the cuts and deliver the same kind of dignified warnings, issued by his equal at the UGC, Dr Edward Parkes, about the damage the cuts are causing. He also enjoys the same private access to Sir Keith Joseph,

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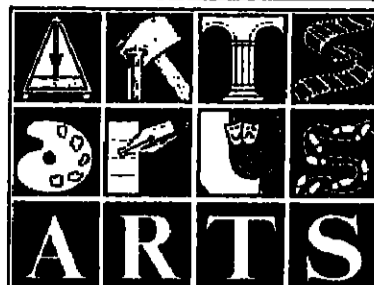
**EDUCATION AND TRAINING FOR EMPLOYMENT in the 1980's**

On July 2, the Times Higher Education Supplement published a special six page feature on several facets of the New Training Initiative. Included were articles by Geoffrey Holland, the Director of the Manpower Services Commission, Mick Farley of NATFHE and Claire Short of Youthaid and others. Reprints of the feature are now available at a cost of 40p.

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# ARTS

### It was the bicentenary of Paganini's birth on Wednesday. RUPERT CHRISTIANSEN describes the man and his reputation. BERNARD SHARRATT discusses the difficulties of constructing a "canon" for film studies. And RICHARD ALLEN CAVE reports on a new theatre magazine, "Theatre Ireland".

### Star systems

"The great English novelists are Jane Austen, George Eliot, Henry James and Joseph Conrad - to stop for the moment at that comparatively safe point in history. If, in the wake of the haphazard restructuring many universities are currently feeling, some helplessly "reductant" feeling, in, say, pure maths were seeking rapid reduplication within the English department that sentence from the opening of Leavis's *The Great Tradition* would be very consoling. Ten minutes purchasing Pinguins and a summer vac's concentrated page-turning and one could plausibly confront one's new students feeling at least "comparatively safe".

One answer has been to concentrate on "film theory". Ironically perhaps, in the fourth issue of *Scrutiny* (March 1933) William Hunter's *Scrutiny of Cinema* was reviewed, as offering a preliminary attempt (in Leavis's words from *The Great Tradition*) "to try to establish the essential discriminations in the given field of interest" - but the reviewer complained that rather than "jotting on some 25 films by Eisenstein, Pudovkin, Chaplin, Pabst, Clair, Feyder, Ruttmann, Lang and Buñuel" (an interesting canon for 1933) "what is needed more than anything is a set of Aristotelian canons such as Béla Balazs attempted brilliantly for the silent film". Notoriously, of course, it was precisely such an appeal to a set of theoretically-informed canons, or explicit criteria, that Leavis later rejected in his response to René Wellek, while still seeking to establish a canon of works which would, in effect, be the criteria. In contrast, much film theory has sought to provide a rigorous procedure for disentangling and explaining how cinema is produced and how "the cinematic apparatus" operates upon us. But within the recourse to Marx, Freud and semiotics there still lurked not only the problem of evaluation (often covertly posed in terms of "ideology") but also of the status of the apparent object of the analysis itself: at times it seemed possible to study cinema without seeing any films at all.



Paganini playing, from a print of about 1830.

This Keith Joseph-inspired fantasy at least indicates one continuing use of "The Great Tradition", as practical criterion for both competence and curriculum. But what if remaining strictly within the fantasy? The English department were already overstuffed and film studies offered the only vacancy? A passage from Christian Metz might quickly dishearten:

The history of the cinema often presents the appearance of an easy-going theodicy, a vast Lust Judgment in which indulgence will be the rule... one film is "retained" for its aesthetic value, another as a sociological document, a third as a typical example of the bad films of the period, a fourth is the minor work of a major filmmaker, a fifth the major work of a minor filmmaker, a further one owes its inscription in the catalogue to its place in a particular chronology (it is the first film shot with a certain type of lens, or else the last film made in Tsarist Russia).

As that parenthesis reminds us, even Leavis's self-imposed limits of language and period offer no "safe" boundaries for the would-be film lecturer. Hollywood and Ealing may be home territory, but Soviet cinema, German Expressionism, Italian neorealism, French New Wave, all clamour for comparative acquaintance, while Japan, Latin America, even China, increasingly beckon from around the globe. March 22, 1895 (Lumière's first demonstration of the cinematograph) might seem at least a "stable" starting-point: but how many of the 1,200-plus films that survive even up to circa 1905 should one sample? And how does one now keep up to date? One can sympathize with Leavis for retreating from the contemporary: "the isn't long enough to permit of any to Mr Priestley". It would take more than a year's continuous viewing simply to see all the films listed in Andrew Sarris's (selective) *The American Cinema*.

The literary critic is also, in theory, confronted with a similar, appalling productivity, and not only in primary material (how many years to read all the books on Jane Austen, George Eliot, and so on?) In pedagogical practice, however, some manageable literary canon has indeed been constructed (and occasionally deconstructed and reconstructed). But should a film department even attempt to construct a canon? The question has practical consequences, in terms both of the physical availability of films (archives and library policies) and the problem of common reference points (at least in memory) for the day-to-day discussion of films with students. A minor indication of the difficulties: in the 109 films indexed in Stephen Heath's recent *Questioned of Cinema* have (I think) seen 53, of which I remember about 30 reasonably clearly. I remember reading the book I have to immediate access to re-viewing any of these films - and how usefully could I discuss the book with someone who had only happened to see the 56 films I haven't?

It is possible to break entirely with the notion of canon, and what would be the consequences? There are, I think, two options. One is to settle for specialisms within "the discipline": the object of study becomes, eventually, not "cinema" but, say, "the films of Rossellini 1945-1960" or "Hollywood lighting 1919-1926" (specific courses, research theses, lecturers' interests). This is a familiar process in the academic development of a subject, which therefore ceases to be "a" subject and ends up as loosely linked "fields of interest" (what real unity of material or approach, these "English" or "Latin American" or "Chinese" studies have?). The second option is to recognize that there are, in working practice, no boundaries to the subject: the study of film involves the study of the entire globe (think for a moment of the implications of studying Soviet cinema in relation to Hollywood). The construction of a canon (in whatever form, within whatever discipline) is precisely the attempt to prevent both possibilities.

It is not only the peculiar object of film studies that reminds us of its vast potential, but even actual scope - from optics to feminism, from industrial technology to psychoanalysis - but its status as a relative newcomer: any new field of interest can, with sufficient tenacity and conviction, eventually draw in all others. Which is one reason why the very notion of a "university" makes sense. In avoiding (so far) the construction of any central canon, film reminds us that all human subjects are potentially boundary-less: the canon is simply one way of pulling an interest in Dickens or Demosthenes till it embraces the entire history of the world; after all, one has to get on to George Eliot or Euripides next week.

If, however, such intrinsic endlessness really is the case, then a different fantasy is appropriate: given a sufficiently radical restructuring, our primary maths lecturer can simply stay where he is and wait for the more "canon" film students to knock on his door.

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## Bravo, Paganini!

The intensity and originality of a tiny number of performers have made their significance in the history of art as much creative as interpretative. Rachel, Liszt, Nijinsky. Callas all changed the possibilities of expression - after them, standards were different. The violinist Niccolò Paganini is another such. Born in 1782, his bicentenary is celebrated this year with a number of events - one of the most notable having been a performance of his masterpiece, the 24 Caprices Op.1 in the Queen Elizabeth Hall on October 9, given by his contrabass Salvatore Accardo (who also played in the birthplace itself, Genoa, on the actual birthday of October 27).

Paganini was a child prodigy who fled from parental avarice at the age of 17. He established himself at Lucca, where he became scandalously associated with Napoleon's sister Elisa. In fact, his life was dogged by the identification of his amazing musicianship with a supernatural or demonic power. He is even thought to have murdered an unfaithful mistress. His few but virulent detractors labelled him Mephistophelean, and for such an abominably ugly man - skeletal thin (he ate next to nothing), dead-pale, with an eagle's beak of a nose, glittering eyes and long hair - he did have a strange success with women.

What was his playing like? Contemporaries tell us that his violins - the favourite a Guarneri he referred to as his "cannon" - had thinner strings and a flatter bridge than was normal in his day; and that his bowing technique was revolutionary. He excelled equally in spinning smooth lyrical lines and in tossing off feats of virtuosity: "arpeggios executed with only half a bow... roulades of double-stop harmonic notes... a long run across four octaves played

staccato in a single stroke of the bow". As with Liszt or Nijinsky, the theatricality of his presence must have contributed a lot to his effectiveness. The violin music of Paganini's time did not provide him with enough scope, and if many of his compositions were conceived as vehicles he could exploit, they are not gimmick. His gifts for melody and sound construction are substantial, and the Caprices remain one of the violinist's greatest challenges. But it is in the legend of his performances that he is most vivid. For fifteen years he was famous in Italy, but his international career only began in 1828 at the age of 44 - in six years of meteoric touring through Europe he not only captivated an enormous public, but had considerable influence over the rising generations of composers - Schumann, Liszt and Chopin were all fascinated by the extensions of technique his playing suggested. The *beau monde* idolized him, while moralists deplored the hysterical response he provoked.

His later years were, perhaps inevitably, disaster-filled. An effort to settle under patronage in Austrian Parma failed; London lost interest after some disappointing concerts; much of his enormous fortune was lost in the catastrophic collapse of a musical gambling establishment, the Casino Paganini in Paris; and finally, cancer of the larynx left him mute. He died in 1840 in Nice, whose bishop refused him Christian burial - the coffin remained in a cellar for five years before reaching a cemetery.

### Rupert Christiansen

The author is working on the new "Oxford Companion to Music".

### Events

Tonight and tomorrow, Aston Centre for the Arts, Studio Company in David Rudkin's *Acker*.

Tonight and tomorrow, University College, Cardiff, *She Stoops to Conquer*.

Monday November 8 to Saturday November 12, Grand Theatre, Leeds. National Theatre in *Major Barbara*.

November 12, Hippodrome, Birmingham. London Festival Ballet. *Swan Lake and La Sylphide*.

## NOTICE BOARD

### Chairs

Dr Colin Prentice, reader in medicine at Glasgow University and honorary consultant physician at the Glasgow Royal Infirmary, is to succeed Professor George McNeill as professor of medicine in the department of medicine at Leeds University. Professor McNeill became professor of Aberdeen University in September 1981. Dr Prentice will take up his appointment on April 1, 1983.

### Appointments

Dr J. F. Tomlinson has been appointed to the Chair of engineering and the heading of the department of mining engineering at the University of Newcastle upon Tyne on October 1.

### Open University

The following are the dates for the registration of new students for the first semester of the year 1983-84.

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### Forthcoming Events

"The Management of Staff Relations and Conditions of Service", a Crombie Lodge study conference designed for those responsible for the management of further and higher education institutions to attend an instructional workshop, on the current law, practices and issues related to the current staffing. It will be held from November 1-5 at the Further Education Staff College, Croomie Lodge, Bristol BS18 6RO. Fee: £85. Details from the registrar and clerk to the governors.

"Adult Education and the Media", the 10th annual Lingulon conference organized jointly by the extramural department of Birmingham University and the Wolverhampton Education Committee is to be held from November 2-4 at the Hand Hotel, Lingulon, Clevedon, North Wales. Details from Mrs Jill Cookley, department of extramural studies PO Box 363, Birmingham B15 2TT.

"Languages under TEC and BEC: Past, Present and Future", is the theme of a one day conference organized by the National Association for Teachers in Further and Higher Education. Modern languages Section which is to combine with its annual general meeting on November 3 at the Central Bureau for Education Visits and Exchanges, Seymour Move House, Seymour Mews, London W1. Details from Marguerite Devine, 3 Highgate Avenue, London N6 5RX.

"The Impact of Information Technology on Graduate Recruitment: Setting Your Targets", a one day seminar organized by the Institute of Manpower Studies is to be held on November 9 from 9.45 to 5pm in Central London. It is intended to help organizations review their graduate recruitment policies by identifying techniques and approaches that are most effective. Details from Sue Beadle, Education and Training, IMS, Maitell Building, Sussex University, Falmer, Brighton.

"Economic Analysis and Legal Analysis: The case for Law", the LSE Statutory Toynota lecture is to be delivered by Professor Richard Markovits, co-director of the Centre for Socio-Legal Studies, Wolfson College, Oxford on November 10 at 5pm in the board room, of the London School of Economics, Houghton Street, Aldwych, London WC2A 2AE.

"Paths of Beauty: The contribution of North American Indian Religion", a public lecture by Professor Ava Hulkrantz of the University of Stockholm on November 11 at 4.15pm in the Charles Wilson Building, the University of Leicester, Leicester LE1 7RH.

"Information Technology in Higher Education", a one day conference to be held at the Polytechnic of Central London, Marylebone on November 10. The conference will discuss technical development, Government policy and the nature of the role of polytechnic in the introduction of IT into higher education. Details from the Association of Polytechnic Teachers, Throgmorton House, 27 Elphinstone Road, Southsea, Hants PO5 3HP.

Science Parks is the theme of a conference organized by the Town and Country Planning Association, to be held on November 11 in the Cavendish Conference Centre, 82 New Cavendish Street, London W1. The conference will discuss the implications of the USA concept of Science Parks with that of the UK concept. Details from TCPA, 17 Carlton House Terrace, London SW1Y 5AS.

A one day workshop entitled "Women and the Playwright's Environment" to be held at the Polytechnic of Central London on Saturday, November 13. Further details and registration form from The Short Course Unit, Polytechnic of Central London, 55 Marylebone Road, London, NW1.

## Noticeboard is compiled by Patricia Santmelli and Milla Goldie

"The Eighties: A Decade of Change", the 1982 annual conference of the Association of Art and Design is to be held from November 4-6 at the National Agricultural Centre, Stoneleigh, Coventry from 9.30 to 5.30pm. Admission free. Details from ICH Ltd, 3 Rothersey Drive, Highcliffe, Christchurch, Dorset.

"The Arts in Education: Dreaming or Wide Awake?", the special professional lecture by Professor Keith Swainwick, professor of music education is to be delivered on November 4 at 5.30pm in the Jeffrey Hall of the University of London Institute of Education, 20 Bedford Way, London WC1. Admission free without ticket.

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Costume designs by Maria Björnsen for the Welsh National Opera's new production of Janáček's *From the House of the Dead*. The opera, part of a new season which starts on Monday, is at the New Theatre, Cardiff on Wednesday November 10 and later travels to Bristol, Liverpool, Birmingham and Oxford. The production is by David Pountney and the cast includes John Mitchellson, Nigel Douglas, Jeffrey Lawton, Donald Maxwell and Nicholas Folwell.

Cell biology - Drs J. M. Leckie and J. V. Forrester, £16,737 from the British Diabetic Association for an *in vitro* study of endothelial cell proliferation in 3-D matrices as related to proliferative diabetic retinopathy.

Neuroscience - Professor R. D. Burns and Dr A. C. Webb, £17,288 from Wellcome Trust for research into the neurophysiology of behaviour arousal and selective attention in the rat.

Clinical biochemistry and metabolic medicine - Dr P. D. Home, £145,798 from Wellcome Trust for support of his studies on the metabolic effects of hyperinsulinaemia.

Psychology - Professor R. MacPhee for £22,898 from the Cancer Research Campaign for the characterization of chemoresistance in malignant melanoma.

Open University programmes October 30 to November 5

### Recent publications

Many young people want to go on to further education but find it difficult to choose exactly what and where to study. *College Places 1982/83* by Felicity Taylor, published next week by Kogan Page tells school leavers how to go about finding background information which will enable them to make the best choice. It includes a guide to conferences, open days, visiting speakers and school liaison services and includes interviews with interview techniques and grants for both the UK and abroad. (Available free of charge from the EEC Distribution Department, PO Box 22, Weston-Super-Mare, Avon BS24 9EW.

The dangers of perpetual studenthood are critically assessed in the new *DOG Further Studies Education Courses 1982/83* intended as a preliminary guide to such courses leading to the essential awards. It provides the essential information needed to direct the applicant to the correct course, namely the institutions themselves. As well as appearing under a main subject heading, many subjects are also included as options in courses listed in multidisciplinary sections of the directory.

### Lecturer

THE NATURE OF MAN approached through the philosophy of RUDOLF HEIDEGGER

22nd New Athena Foundation Lectures, by Dr R. Twyman, Monday, 1st November 1982 at 8pm, Swedemborg Hall, Barter Street, London WC1.



# The intellectual origins of the Bloomsbury group

On the occasion of Virginia Woolf's centenary S. P. Rosenbaum examines the cultural, political and religious ideas which influenced the author and her coterie

Centenaries are occasions for retrospective celebration. They invite us to look back in wonder at the origins, the development of the person or achievement we commemorate. The centenary of a modernist is a little troubling, however. Centenary piety is not a modern emotion. So many have gone into freedom from the prisons of time. And modernism does not feel that old: its centenaries are of beginnings not endings. All of which suggests that some of the recent manifestations of modernism are premature in their efforts to prepare us for the next age.

Most of the recent studies of Virginia Woolf, whose centenary falls in 1982, show themselves to be modernist by considering her only in psychological terms. But what is present in Bloomsbury's Victorian religious background through the family of Roger Fry. After G. F. Moore (whose mother had been a Quaker), Fry was the most important influence on Bloomsbury's early intellectual development, and the intuitive formalism, the pacifism, the group feeling, and the mysticism of various members of Bloomsbury suggest connections with Quakerism, though Fry himself was not a believer or observer. But Fry's relatives were not the only Victorian Quakers among the families of Bloomsbury. Jane Marcus has noted that the sister of that puritan agnostic Leslie Stephen was a widely-read Quaker author at the end of the nineteenth century. The subtitle of one of Caroline Emelia Stephen's books was "Thoughts on the Central Radiance," and this reads like a gloss on Virginia Woolf's mysticism. Virginia Woolf's aunt called her religious belief "rational mysticism," and the term could also fit the mystical experiences represented in her niece's novels and in E. M. Forster's as well. But there are also fundamental differences here. Caroline Emelia Stephen's mysticism is introverted, arising from an inner light; the mystical experiences of Mrs Dalloway, Mrs Ramsay, and even Mrs Moore are extroverted, deriving from external nature rather than an inner light. After her mother's death, Virginia Woolf was closer to her aunt than any other older relative except her father. But she was also very aware of her Clapham inheritance and sketched it in her extraordinary memoir "A Sketch of the Past," with a streak of puritanism that made her ashamed to look at herself in mirrors. The ramifications of that guilty,

were outspoken truth-telling, social non-conformity, a quest for moral and aesthetic salvation, self-reliance on intuitive ideals, and a contempt for luxury.

The Quakers, with their legacy of the inner light, pacifism, simplicity, asceticism, non-conformity, a strong sense of group identity and perhaps also a sense of persecution, were present in Bloomsbury's Victorian religious background through the family of Roger Fry. After G. F. Moore (whose mother had been a Quaker), Fry was the most important influence on Bloomsbury's early intellectual development, and the intuitive formalism, the pacifism, the group feeling, and the mysticism of various members of Bloomsbury suggest connections with Quakerism, though Fry himself was not a believer or observer. But Fry's relatives were not the only Victorian Quakers among the families of Bloomsbury. Jane Marcus has noted that the sister of that puritan agnostic Leslie Stephen was a widely-read Quaker author at the end of the nineteenth century. The subtitle of one of Caroline Emelia Stephen's books was "Thoughts on the Central Radiance," and this reads like a gloss on Virginia Woolf's mysticism. Virginia Woolf's aunt called her religious belief "rational mysticism," and the term could also fit the mystical experiences represented in her niece's novels and in E. M. Forster's as well. But there are also fundamental differences here. Caroline Emelia Stephen's mysticism is introverted, arising from an inner light; the mystical experiences of Mrs Dalloway, Mrs Ramsay, and even Mrs Moore are extroverted, deriving from external nature rather than an inner light. After her mother's death, Virginia Woolf was closer to her aunt than any other older relative except her father. But she was also very aware of her Clapham inheritance and sketched it in her extraordinary memoir "A Sketch of the Past," with a streak of puritanism that made her ashamed to look at herself in mirrors. The ramifications of that guilty,

our religion," wrote John Maynard Keynes in the celebrated memoir of his early beliefs, "closely followed the English puritan tradition of being chiefly concerned with the salvation of our own souls." By religion Keynes meant "one's attitude towards oneself and the ultimate," as distinguished from morals, which had to do with "one's attitude towards the outside world and the intermediate." The distinction is an important and controversial one in Bloomsbury's history, and it reminds us just how far Bloomsbury came from its Victorian origins. The English puritan tradition was certainly present in Keynes's own background, for his grandfather had been a minister in Bunyan's church. In its extended sense, the word can also be applied to the Hebraism of Bloomsbury's most puritanical member, Leonard Woolf. But Bloomsbury's puritan context is most manifest in two famous, influential religious groups, to which a number of Bloomsbury's ancestors belonged: the Clapham Sect and the Society of Friends. The one writer of Bloomsbury with relatives in both groups was Virginia Woolf.

Both E. M. Forster's and Virginia Woolf's great grandfathers were active members of that early nineteenth-century, upper middle-class collectivity of reforming Anglican evangelicals whose undying achievement was the abolition of slavery in the British empire, and whose unrevolutionary methods of organizing social dissent through their writings and public meetings were radically influential. Forster's description of the Clapham Sect could almost serve as a definition of Bloomsbury:

It was not a closed sanatorium, there were no entry tests, an esthetic hash-hush, but the members of it shared so many interests that they hung together, and lived as near to each other as they could.

Forster was critical of Clapham because it did not go on to interest itself in the abolition of industrial slavery and because its religious impulses were more moral than mystical. Again, this helps to define the distance from Clapham to Bloomsbury.

The evangelical character of the Clapham Sect was an essential aspect of its influence. G. M. Young has well summarized the Victorian heritage of evangelicalism in words that also illuminate its relation to Bloomsbury.

On one of its sides, Victorian history is the story of the English mind employing the energy imparted by Evangelical conviction to rid itself of the restraints which Evangelicalism had laid on the senses and the intellect; on amusement, enjoyment, art; on curiosity, on criticism, on science.

In Bloomsbury this riddance was continued, as the group divested itself of the restraints the Victorians had maintained on religious, ethical, political, and artistic ideas. And among the characteristics of the group that appear to have descended from their evangelical forebears

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For all the significance of evangelical and Quaker puritanism in the intellectual origins of Bloomsbury, it must not be forgotten that it was a secular salvation they sought. Almost all the members were not just Victorian agnostics like a number of their fathers and mothers but modern atheists. It has been suggested by Noel Annan that Bloomsbury rejected the evangelical notion of original sin for an eighteenth century faith in reason and the perfectibility of man. But we do not have to return to the eighteenth century for the ethical antecedents of Bloomsbury's crucial modification of puritanism. They are clearly present in the nineteenth-century utilitarianism that Bloomsbury adapted.

The importance of utilitarianism in the philosophical origins of the Bloomsbury Group has generally been overlooked. Bentham and his followers formed a very different group than the Clapham Sect or the Society of Friends, yet it was a group whose ideas did more than either of them to form the mind of Bloomsbury. Fry readers of English literature, the writings of Carlyle and Dickens have done much to discredit one of the most influential liberating modern moral theories. The ethical environment in which the Keyneses, the Stephens, and the Stracheyes were raised was created not so much by Bentham's hedonistic calculus as by John Stuart Mill's reconciliation of the values of Bentham's thought with those of Wordsworth and Coleridge. Leslie Stephen and John Neville Keynes were utilitarian philosophers. And Moore's *Principia Ethica* as well as his later *Ethics* are works of moral philosophy belonging to the utilitarian tradition, though they also owe something to the Victorian intuitionist moralists, Moore, John Neville Keynes, and the Cambridge Apostles were all strongly influenced by Henry Sidgwick, whose

significance as an ethical thinker may be second only to Mill's in the Victorian period. Through the work of Mill, Sidgwick, Stephen, Moore and finally Moore, the rationality of utilitarianism, its valuing of common sense and clarity, its eschewing of metaphysics and mysticism, all left their mark on Bloomsbury.

Yet Bloomsbury's utilitarianism underwent a transformation almost as extensive as the group's puritanism. Indeed it was utilitarianism that fundamentally changed the puritanism. Bloomsbury retained one of the two basic tenets of Victorian utilitarianism but not the other. Moore called one of his chapters in *Ethics* "Results of the Test of Right and Wrong," and this concisely summarizes what has been called the "consequentialism" that Moore and Bloomsbury retained from utilitarianism. Consequentialism is a more exact, if inexact, term than utilitarianism to describe Bloomsbury's nineteenth-century ethical heritage. But Moore and his disciples were all agreed in rejecting Bentham's hedonistic criterion and therefore in qualifying his maximizing calculus. Moore substituted a plurality of goods together with an intuitional concept of good as an indefinable property for the hedonistic ends of Bentham or Mill, and this of course affected the utilitarian calculus; good as an indefinable rather than hedonic property does not easily lend itself to calculations of the greatest good for the greatest number.

Bloomsbury's consequentialism is rooted in the essential distinction of *Principia Ethica* between good as a means and good as an end in itself. This distinction is engrained in Bloomsbury's thinking and writing. With it Strachey and others were able to reduce those large Victorian notions of duty and virtue to their proper size as matters having to do with the right means to good ends. The presence of words relating to means and ends in the titles of various Bloomsbury works, sometimes expressed in the metaphors of travel, show how significant Moore's means-ends analysis of ethics was for Bloomsbury's work: think of *The Longest Journey*, *Howards End*, *Landmarks in French Literature*, *The Voyage Out*, *A Passage to India*, *To the Lighthouse*, or *The Journey Not the Arrival Matters*. The fundamental distinction in *Principia Ethica* between instrumental and intrinsic value is probably more important for an understanding of Bloomsbury ethics than the book's ideals of aesthetic enjoyments and personal relations. Virginia Woolf's *A Room of One's Own*, for example, rests squarely on this distinction: one must have the means of £500 and a room of one's own, she says more than once, in order to "think of things in themselves".

The language here is paradoxically Kantian, however: in Bloomsbury the distinction between means and ends in themselves sometimes turns into one between appearance and reality.

J. M. Keynes thought Bloomsbury forsook Moore's ethical means for his ends, but Leonard Woolf, Richard Braithwaite and others have effectively denied this. Keynes was surely right, however, when he pointed out the presence of neo-Platonism in Moore's thought and Bloomsbury's. The only philosophical tradition comparable to utilitarianism in the intellectual backgrounds of Bloomsbury is Platonism. The centre of value in Bloomsbury's literary texts is ultimately an intuitive awareness of an unanalyzable good. And this good brought back into Bloomsbury's ethics something of the mysticism, if not the metaphysics, that the group's modified utilitarianism excluded. In the fiction of Virginia Woolf this mysticism is represented in the traditional Platonic symbolism of light.

The contemplative life that Bloomsbury valued so highly is not a characteristic of the utilitarians' active ethics, though it was central for Clapham and the Quakers. But before turning to the Victorian sources of Bloomsbury's political convictions, it is important to note that although the philosophical origins of the group's beliefs were primarily ethical, there was an essential epistemological dimension to this philosophy. Utilitarianism often combined with an empirical philosophy of mind from which Bloomsbury's ideas about the nature of consciousness are descended. The philosophical realism of Moore and Russell rejected British and German (but not neces-

sarily Greek) idealism and substantially changed the theory of knowledge of Mill and others, just as Moore in his ethics had basically altered their utilitarianism. Bloomsbury more or less took their epistemology from the philosophical realism of Moore and Russell, with its dualistic analyses of perception into the acts and objects of consciousness. In the fiction and essays of Virginia Woolf, the representation of states of mind and their shifting sense and self-perceptions belong to a tradition of philosophical psychology that focused on the associations of sense experience - a tradition that connects, among others, Locke, Hume, Mill, and William James, and that can be illustrated in her so-called stream of consciousness writing. This philosophical context also helped to make Freud's psychology more available to Bloomsbury.

Why the significance of Bloomsbury's modified utilitarianism has not been much remarked upon perhaps is that it has been considered part of the group's liberalism - and everyone knows that Bloomsbury was liberal. Liberalism is a political and economic philosophy often accompanied by utilitarian ethics. Its intellectual spirit has been well described in various essays by Bloomsbury's most famous liberal, John Maynard Keynes. His account, for example, of the intellectual tradition of Malthus's work is also an account of the liberal background of Bloomsbury's work:

It is profoundly in the English tradition of humane science - in that tradition of Scotch and English thought, in which there has been, I think, an extraordinary continuity of feeling, if I may so express it, from the eighteenth century to the present time - the tradition which is suggested by the names of Locke, Hume, Adam Smith, Paley, Bentham, Darwin, and Mill, a tradition marked by a love of truth and a most noble lucidity, by a prosaic sanity free from sentiment or metaphysics, and by an immense directness and public spirit. There is a continuity in these writings, not only of feeling, but of actual matter.

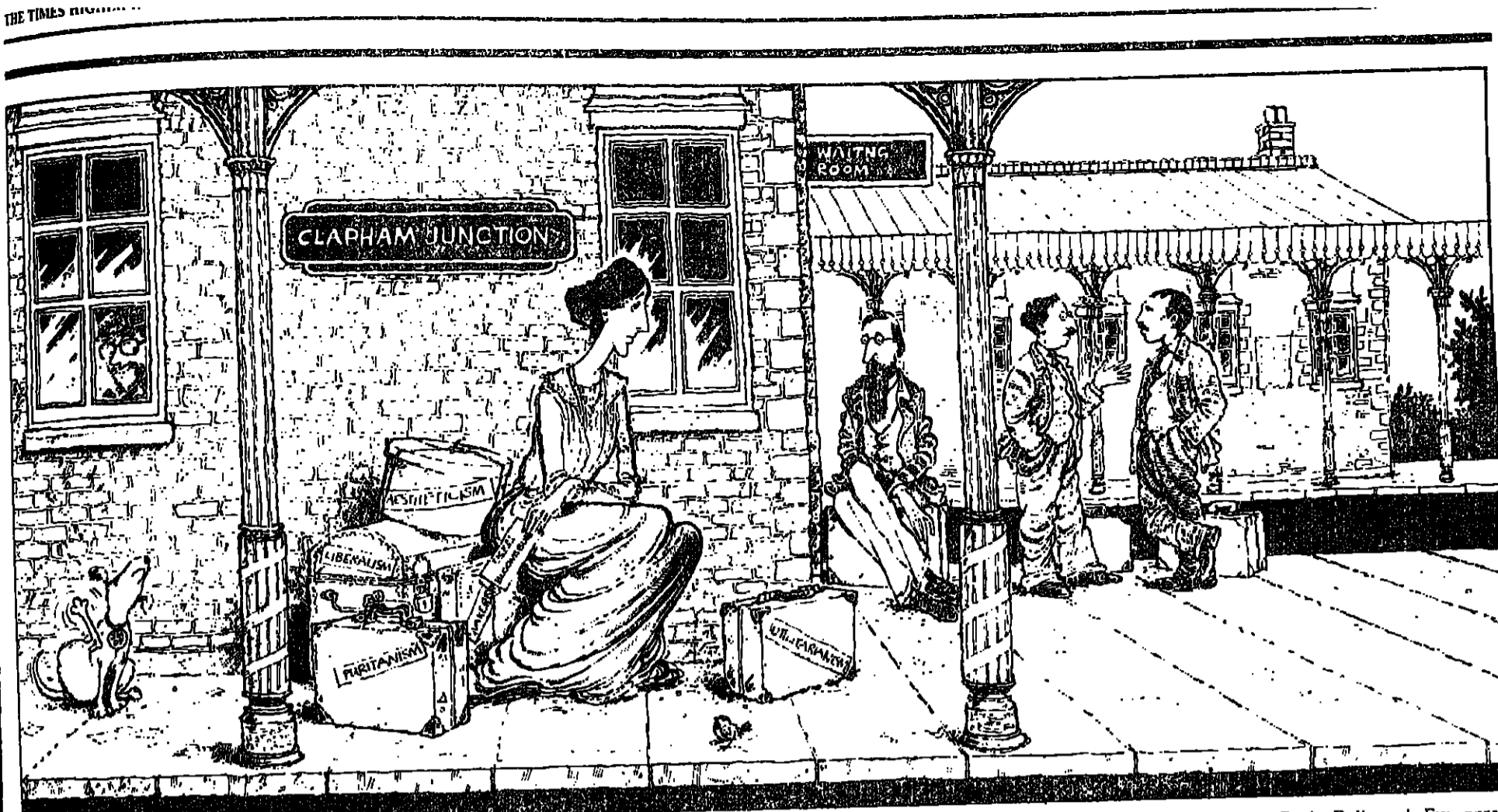
The continuity of feeling and matter in liberal, as distinct from utilitarianism, centres around the values and requirements of individualism, but here the political and economic aspects of liberalism can become confused. The rational individualism of political liberalism consorts with economic philosophies ranging from *laissez-faire* capitalism to socialism. In

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trying to identify which strain of liberalism affected the formation of Bloomsbury's political convictions, the best touchstone again is the work of John Stuart Mill. Bloomsbury came to change Mill's liberalism almost as much as its inherited Victorian religious and philosophical beliefs. The direction of the change was socialist rather than conservative, though not Marxist. Keynes again illustrates this development of Bloomsbury's liberalism when, in 1926, he succinctly defined "the political problem of mankind" as having "to combine three things: economic efficiency, social justice, and individual liberty".

That ideal combination was the basis for Leonard Woolf's, Lytton Strachey's, and E. M. Forster's condemnations of the imperialism that nineteenth-century liberalism had helped to foster. Strachey and Forster also used liberal assumptions to argue for a *laissez-faire* sexuality. And in the writing of Virginia Woolf the two come together in her recurrent exposure of sexual imperialism. Virginia Woolf's is a liberal feminism. It is not a coincidence that the most influential feminist work ever written is still probably John Stuart Mill's *The Subjection of Women*. But in her awareness that the liberty of the individual must be protected from the encroachments of patriarchal institutions, she is very much a feminist.

Mill's liberalism influenced Bloomsbury not only because he applied the principles of individual liberty and critical toleration more widely than any other liberal thinker, but also because he recognized some of the emotional and imaginative shortcomings of nineteenth century utilitarianism and liberalism. The liberal tradition's continuity of feeling that Keynes honours also produced philistinism. Individual liberty was a means, not an end in itself, and the inadequacy of liberalism's ends is a Bloomsbury theme that goes back to Matthew



Arnold as well as to Mill. Arnold does not belong to Keynes's tradition of humane science as its importance among the sources of Bloomsbury's ideas is revealed in the work of Leslie Stephen, the Victorian patriarch whose influence on Bloomsbury's literary work was greater than anyone else's. That influence is the subject of another chapter in the literary history of Bloomsbury, but here it should be noted that Stephen's writing owes much to Mill and Arnold.

In Bloomsbury, Arnold's criticism of liberalism and Mill's, are most apparent in the form and criticism of E. M. Forster. Liberal humanism, said Forster in his well-known essay, deserved two cheers because its values were various and because it allowed criticism; only one got three cheers, and it was a private as well as an artistic but not a political state. Forster is Arnoldian in his realization of the lack of coherence, of fraternity, in liberalism that so bothered such unliberal critics of Mill and Carlyle and that other Stephen, Sir James Fitzjames Stephen. For Forster and Bloomsbury, social cohesion lay not in patriarchies but in tolerant co-operation, personal relations, and aesthetic experience.

The source usually given for Virginia Woolf's impressionism is Pater's *The Renaissance*, his emphasis on knowing one's impression as it really is, on living or moments of aesthetic ecstasy, have illuminated Virginia Woolf's writing for many readers.

The great accomplishment of Pater, together with Swinburne and the pre-Raphaelites has been described by Harold Bloom as the purifying of Ruskin's aestheticism by tiding it of its moral bias. Bloomsbury continued this process of aesthetic purification but it is misleading to oversimplify the origins of Bloomsbury's artistic convictions by locating them primarily in the work of Pater and other English aesthetes. Bloomsbury's aesthetics developed out of puritan, utilitarian Cambridge rather than Anglo-Roman Catholic, idealist Oxford. Pater's sceptical, even solipsistic epistemology and the idealist implications of Wilde's theory that nature imitates art were refuted for Bloomsbury by the commonsense philosophical realism of Moore, which gave to Bloomsbury's aesthetics a solidly logical underpinning. It is aesthetics as a solidly logical underpinning of Walter Pater, especially, but also of Algernon Charles Swinburne, Oscar Wilde, John Addington Symonds, Max Beerholm, and others. There are certainly important connections between these writers and Bloomsbury, but there were other equally important sources of Bloomsbury's aestheticism, sources with which Bloomsbury was able to transform the ideas of the English aesthetes as extensively as the group modified their religious, philosophical, and political inheritance.

Bloomsbury's aestheticism, like so many aspects of modernism, is Romantic in origin. The formalistic, aesthetic aesthetics of Roger Fry and Clive Bell go back to Kant. Bell's influential doctrine of significant form also owes something not just to Moore's ethics but to Plato's theory of forms. But in the later nineteenth century, the direct and indirect sources of Bloomsbury's ideas about art appear to be French. French culture displayed a devotion to art that Bloomsbury admired. Lytton Strachey summarized this concern for art at the end of the introduction to French literature that was his first book:

The one high principle which, through so many generations, has guided like a star the writers of France is the principle of deliberation, of intention, of a conscious search for ordered beauty; an unwavering, an indomitable pursuit of the endless glories of art. Even more important for Bloomsbury's aestheticism than French literature was French painting.

The close association of the arts of writing and painting is one of the defining characteristics of the group. In Virginia Woolf's work, though not in Forster's, rather than, as Pater said, music, when her modernist manifesto, "Mr Bennett and Mrs Brown", Virginia Woolf stated that "in or about December, 1910, human character changed," and therefore the novel changed, she was alluding with that very specific dating to Roger Fry's first postimpressionist exhibition. Virginia Woolf's impressionism has been commented upon by almost everyone. Her preoccupation with the nature of perception in her early sketches and in *Jacobs Room* are interestingly comparable to paintings by Monet and others, but in her later work Virginia Woolf became a post-impressionist. The art in and of *To the Lighthouse* is both visionary and designed.

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Forster and Virginia Woolf is also quite different from the Paterian moment in the conclusion to *The Renaissance*. Its function, when esthetic, is not simply an end in itself but also a means to the enhancement of ordinary temporal experience. And sometimes in Bloomsbury novels the structured moments of vision (the title, incidentally, of a poem by Thomas Hardy, a poet much admired in Bloomsbury) were not esthetic but desolating. Yet there is a difference in tone, mood, and style between Bloomsbury's writings and those of the Victorian aesthetes. Traces of *Walden* can be found in Lytton Strachey's pessimism is writing, but Bloomsbury's pessimism is tougher, more modern, than the tenderminded religious glooms of Pater or Swinburne.

"Modern literature," wrote Virginia Woolf in 1927, "which had grown a little sultry and scented with Oscar Wilde and Walter Pater, revived instantly from her nineteenth-century languor when Samuel Butler and Bernard Shaw began to burn their feathers and apply their salts to her nose." There is a kinship, however, between the well-made essays of Strachey, Forster, Bell, Keynes, Desmond MacCarthy, Virginia Woolf and those not just of Macaulay, Arnold, or Stephen but also of Pater, Wilde, and especially Max Beerholm. But the greatest writer of prose at the end of the nineteenth century in England was Henry James. His relationship to French and Victorian aestheticism is, like everything else in his art and career, complex. But if one is looking for antecedents of influence among the novelists and critics of the Bloomsbury group, he is surely the most significant predecessor. James's moral aestheticism and its limitations, to Bloomsbury's literary aestheticism.

The influence of Victorian aestheticism on Bloomsbury's ideas about the purpose and value of art, though unmistakably important, cannot, however, be truthfully reduced to the influence of one writer. Roger Fry, the studied source of Bloomsbury's aesthetics, Virginia painting in Italy and France in the 1890s and knew such aesthetes as John Addington Symonds. But the ideas of William Morris were also influential on his development, as were the Omega Workshops show, and behind Morris is the complex influence of Ruskin, which impinges on Bloomsbury in a number of places, the last being found, perhaps, in the group's enthusiasm for Proust. Virginia Woolf's father had an anesthetized aesthetic sense (though he published Hardy, James, and others) as a partial result of his Cambridge education, but through her mother, Virginia Woolf was connected to the world of the pre-Raphaelites, which remained visible to her and her friends in the great photographs of her and her aunt, Julia Margaret Cameron. And in great-aunt, Julia Margaret Cameron. And associated with the families of Victorian aesthetes; Pater's sister began teaching her Greek, and Symonds's daughter may have been her first love.

In Art Clive Bell thanked both the aesthetes and the French impressionists for awakening an aesthetic conscience dormant since before the Renaissance and teaching that the significance of a work of art lay in itself and not the external world. But Bell, unlike Fry, did not believe this significance was also true for literary works because words had meanings that

paint did not. Both Bell and Fry agreed, however, with the literary formalism expressed by A. C. Bradley in the well-known inaugural lecture that he gave as the Oxford Professor of Poetry in 1901. The lecture was entitled "Poetry for Poetry's Sake," and it is perhaps the best statement of the transformation that Victorian aestheticism underwent in the literary history of Bloomsbury. In some respects Bradley was a latter-day representative of the Oxford aesthetic tradition; his brother was the celebrated Oxford idealist, and the lecture itself cites Arnold and Pater in the course of its argument. But that argument contains an analysis of art for art's sake that carefully qualifies it. Bradley distinguished between two meanings of the phrase: art as an end in itself, and art as "the whole or supreme end of human life". Forster makes the same distinction nearly half a century later and joined Bradley in upholding the first and completely rejecting the second. This is the most basic difference in the doctrine between Bloomsbury and the aesthetes. Bradley does not talk about love, however, and it was love that in Bloomsbury restricted the scope of art. Bradley went on in his lecture to analyze what he called heresies of separable form and content, arguing that in evaluating poetry, the recognition of both aspects, as he called them, are necessary. "So that what you apprehend may be called indifferently an expressed meaning or a significant form." It is interesting in the light of how this last phrase became famous as a formalist theory of painting, that it was first used as a description of literature.

The puritan, utilitarian, liberal, and aesthetic sources of Bloomsbury's convictions can be resolved into four very general traditions of western thought. The fundamental origins of the group's ideas were protestant, empirical, democratic, and Romantic. The usefulness of such generalizing is to be found in the recognition of how these diverse traditions combined with one another in the group's intellectual assumptions. We have seen, while examining the background of their thought, how Bloomsbury modified their puritanism with atheism, their utilitarianism with Platonism, their liberalism with pacifism, and their aestheticism with love. These modifications resulted from the interaction of such different intellectual traditions. That is why it makes sense to talk of the puritanism of liberals or the aestheticism of utilitarians. The relevance of this to the literary history of Virginia Woolf is that by reading her work in the intellectual context of Bloomsbury, we can be aware of the extent to which she was a modern descendant of protestants, empiricists, democrats, and Romantics. But if we overlook her mysticism, her realism, her feminism, or her art, we will seriously misinterpret her work. This, finally, is the strongest claim that can be made for the intellectual history of Bloomsbury: to the extent to which we ignore any of the principal sources of their assumptions about ultimate reality, about knowledge, about society, or about value, we will limit our understanding of their literary history.

The author is professor of English at the University of Toronto. A version of this article will appear next year in the volume *Virginia Woolf: Centennial Essays* edited by Elaine Ginsberg and Laura Gottlieb which is published by Whiston Ltd.

The use of the moment in the novels of







# BOOKS

## Curse of gentility

Literature and Gentility in Scotland  
by David Daiches  
Edinburgh University Press, £6.00  
ISBN 0 85224 438 X

David Daiches's Whidden Lectures were published in 1964 under the title *The Paradox of Scottish Culture: the eighteenth-century experience*, and that slim volume has become one of the most highly esteemed sources for students of Scottish history and literature and a model for lecturers. Now we have a companion volume, comprising the three Alexander lectures given in 1980 at the University of Toronto, which exhibits the same masterly ability to move from apt and entertaining illustrative quotation and anecdote to astute general argument, and the same unflinching density.

In his first lecture Professor Daiches links Scotland's own version of the dissection of sensibility with the removal of the Court and the rapid disintegration of the "sugared stile" of the Makars, which James VI and his Castilian hand had attempted, with some success, to revive in the face of Protestant disapproval during the late sixteenth century; after 1603 English rapidly became the medium for serious poetry by Scottish writers north and south of the Tweed, and poetry in Scots declined into the quaint or submitted to the "curse" of gentility, as in Allan Ramsay's significantly named *Tea-Table Miscellany*.

Daiches sees gentility as "the devaluing refinement, the *willed* elegance, combined with a somewhat prim morality, found in the tone and language of so much eighteenth-century Scottish writing, both verse and prose", and often accompanied by sentimentalism. Burns, with his uncertainty of taste, frequently succumbed to the curse, and among eighteenth-century poets only Fergusson avoided it "by the sureness of his verbal craftsmanship in Scots". Daiches links gentility with an increasingly uncreative and bourgeois Moderatism in the nineteenth century leading to the low point of complacent churchly Kalyariadism. The first signs of a reaction against it appeared in Stevenson's bohemian antics, but a sustained assault was mounted only at the turn of the century by George Douglas Brown and John MacDougal Hay, followed (with more articulate assurance) by Hugh MacDiarmid and lesser poets such as Robert Garioch.

There is clearly much truth in Daiches's analysis, which is in essence close to those of MacDiarmid, Muir, and many other modern Scottish critics, but the subject is capable of a rather different interpretation. One alternative possibility is suggested by the discussion of Burns's usual epistolary style, "a consciously almost self-consciously elegant neo-classical English". Burns spoke this way in Edinburgh drawing rooms. "Yet with his Yorkshire friends and at home on the farm he of course spoke an Ayrshire Scots. Only in one surviving letter do we find him writing as he spoke." That last sentence may be merely a slip of the pen, but it also indicates the constant implored argument that the Burns who spoke Scots was the real Burns, and that the self-analytical author of the letters to Clarinda was his gentile spectre. Professor Daiches speaks more in his sense of the extraordinary balancing act, both in his life and in his art; but that balancing act is not an antiseptic fusing mutually exclusive opposites - feeling and thinking, real and affected, organic and imposed. For it can be argued that the tradition which Daiches calls gentile and dismisses as a "curse" has become as organic and genuine a part of literary tradition in Scotland as any other. Nor is the gentile necessarily lacking in passion. Even in the drinking song which Daiches quotes, "With roses and with myrtle crown'd, triumph, let the glass go round,

the placing of "I triumph" suggests an exuberance in the genteel debauch, and the "polite sophistication" of the *Tea-Table Miscellany* includes the extraordinary phrase "The broken blood decaying".

Not every visitor to Edinburgh's New Town will agree with its distinguished resident's assertion, in *The Paradox of Scottish Culture*, that it makes "no allowance for the free play of a disturbing imagination" (one thinks of Turner); and as far as our own century is concerned it can be argued that when Robert Garioch laments the "wassem wrok" of Fergusson's "auld town" he is oversteering the case, and that his courtly provincial account of the Edinburgh Festival in "Embro to the Play" is hardly an adequate response to Jesse Norman in full cry, however genteel (or "gey speckle") her gentility is.

This is to suggest that the genteel tradition may be a tougher, richer, and more deep-rooted and passionate thing than Professor Daiches allows, and note the least worthy among the successors of the old courtly tradition.

J. H. Alexander

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# Salvaging operation

Dickens and the Short Story  
by Deborah A. Thomas  
Batsford, £12.50  
ISBN 0 7134 4331 6

The Short Stories of Thomas Hardy: tales of past and present  
by Kristin Brady  
Macmillan, £17.50  
ISBN 0 333 31531 6

Victorian short fiction has long suffered under the reproach of not having been written by Edgar Allan Poe. For Poe is a name which had to contribute to "the one pre-established design", but for the great English novelists, short stories were a different exercise.

Their products were condemned by Wendell V. Harris, for example, in his influential surveys, as "formless", and diffuse pieces of what ought to have been novels: "the bulk of the short fiction of writers like Dickens, Trollope, or Hardy seems so uninspired - it tried to translate a vision for which the short fiction piece simply could not be appropriate." This idea is now conclusively discredited in the case of Dickens and Hardy by these two pioneering studies, which show the respective authors aiming at, and achieving, effects quite distinct from those they sought in their long novels.

Deborah Thomas quotes Dickens's remark that his stories are "supposed to be told by a family sitting round the fire", and shows the importance for him of the concept of oral narration in these pieces. From Pickwick onwards, he utilised the short story to give freer rein to "fancy" than the sustained discipline of a novel would allow. This was no marginal consideration, for he believed "that the very holding of popular literature through a kind of dark age, may depend on such fanciful treatment". Professor Thomas ably traces the presence of the *Arabian Nights*, the eighteenth-century essayists, Gothic terror, chapbooks, traditional ghost stories, and the horror stories of Dickens's nurse, highlighting Dickens's skill with techniques for creating vivid exceptional scenes of mind, in many cases, "fancy" is deployed to reveal what the narrator of the "Tale about the Queer Clerk" in *Pickwick* calls "the romance of life, or the romance of life!".

Rightly rejecting any narrow view of what constitutes the short story, Thomas shows us Dickens's progress from *Sketches by Boz*, through the strange last tales in *Pickwick*, to pieces aiming to "establish that light and fancy is inherent in the human breast". After all, as she reminds us, the Smallweed family in *Black House* banished all story-books, and consequently produced offspring with "a likeness to old

monkeys with something depressing on their minds". Thomas will not allow her readers to degenerate into such a state, and takes us on a lively tour of the already well-known *Christmas Books*, followed by a serious and original examination of the *Christmas Stories*, and a celebration of the never-failing exuberance and invention of the later stories. The book lists the contributors to the Christmas numbers of *Household Words* and *All the Year Round*, and provides a secure chronological frame in which to examine Dickens's whole output of short stories.

Kristin Brady also refuses to be fettered by doctrinaire assumptions about what a short story should be and should do, and provides sensible readings in Hardy, showing in particular the overall shape of each collection. In her sound accounts of all the collections, Brady points out the "density of reference" that makes the *Wessex Tales* seem to emerge from a closely defined time and place, and reads *A Group of Noble Dames* as fairy tales "gone wrong", while *Life's Little Ironies* are seen to display a Hardy who is more outspokenly questioning nineteenth-century social and literary conventions.

Although less interested than Thomas in publishing history, Professor Brady makes us aware of successive changes in a story such as "The Withered Arm". After its first publication, Hardy added to it an awareness of scientific knowledge, while leaving the events of the story unquestioned, as though it were a folk tale, about which the question of credibility could not arise. Brady always clear on the position of the narrator, whether it is a speaker defined in relation to the facts narrated, or a voice uttering something close to the real folk tale.

Of these two books, both critically solid and workable, Thomas (or, perhaps, the Dickens industry) shows more impulse towards scholarship. Both eschew fashionable method. Here we have folk tale without Propp, signification without Barthes, and narrative technique without Todorov. Even Raymond Williams and Hills Miller receive only passing references in each volume. But perhaps they are the more serviceable for that, in their overall purpose of bringing these bodies of short fiction forward for critical attention, without allowing the reader to suppose the stories are used merely for the gratification of critical display. Any scrap by Dickens or Hardy is "looked at", and here we are conclusively shown that their stories are not the mere scraps some people used to think.

David Skilton

David Skilton is professor of English at St. David's University College, Lampeter.

# Listening to plays

The Poetics of Jacobean Drama  
by Coburn Freer  
Johns Hopkins University Press, £15.75  
ISBN 0 8018 2345 8

This bold and interesting book sets out to show that poetry functions integrally with characterization, structure and action in Jacobean drama.

Coburn Freer quite properly points out that most critics pay lip service to the poetry in the plays of Shakespeare's age, and pass on to what interests them more: the alternative treat poetry simply in terms of imagery, not in terms of prosody or rhythm. He argues that to recover a sense of how verse/rhythms were heard by audiences and spoken by actors relates to a historical understanding of how such drama works: "from the modern student, however, freed from its place in the history of the language, a poem, or a play comes to be seen as a free object", to be studied in some way or essay and often not noticed. We have all in large measure become victims and professors Freer addresses a body of av-



Harriet Smithson as Juliet, with Charles Kemble as Romeo, in a production of 1828, a lithograph taken from Peter Raby's biography of the actress *Tell Ophelia: a life of Harriet Smithson Berlioz* (Cambridge University Press, £12.95).

dence, much of it familiar enough, but useful as a reminder, to show how consciously authors, actors and audiences paid attention to metrical patterns, language and rhythm in the great period of Jacobean drama. The turning-point, as he sees it, came with Fletcher, who was perhaps the first dramatist to write "the poetry of his drama with readers in mind", so that they could re-create in their minds the experience of a performance. So the decline of poetic drama after Shakespeare's age is marked by "the extinction of the poet's role as a creator of mystery and enchantment... Instead he becomes a manager of responses, an objective and subtle therapist."

The central part of the book analyses the "poetics" of five plays, *The Revenger's Tragedy*, *The White Devil*, and *The Duchess of Malfi*, *Cymbeline*, and *The Broken Heart*. It quickly emerges that Professor Freer's innovative attempt to show the integral function of poetry in the workings of these plays is unacceptably linked with a more old-fashioned psychological treatment of characters as if they were real persons. This results in a curious reading of *The Revenger's Tragedy*, centring on Vindice as affected by a subconscious fear that he is the son of the Duke, which emerges into a conscious identification with the line "May not we set as well as the Duke's son?" In focusing on Vindice's character, his "individual mind", Professor Freer takes his speeches as providing a kind of litmus test of his "self-knowledge", which decreases as his speeches become less metrically varied; but speeches directed to the audience, like

"Here might a scornful and ambitious woman / Look through and through herself, / - see, ladies, with false forms / You deceive men, but cannot deceive worms," (III.v.96-8) are treated simply as expressions of character, as if Vindice were here attempting "to validate an insanely illogical conclusion that women are untruthful". In addition, Professor Freer's analysis of the "poetics" of *Q. Larc* is correct, although his treatment of the "poetics" of the "quarto" of this period, and in spite of the fact that the compositor demonstrably got it wrong at times, as when he buried the rhyme, "Why in his past the apprehension of indifference" in one long line (V.1.123-4).

It is a pity that this, the weakest chapter on a play, comes earliest, for the others are much more solid. The book on *Cymbeline* is perhaps the best, illustrating particularly well the qualities of Iachimo's poetry and his delight in his own verbal dexterity; it is a nice perception that at the end Iachimo "finds his own performance of more interest than anyone else's". The ingenious suggestion that Posthumus and Cleopatra could have been played by the same actor is related not only to their physical likeness, emphasized in the text, but also Posthumus's style of speaking, especially in act two. Again the habit of psychoanalytical characters obtrudes sometimes, as in the claim that Posthumus is in private, "intensely conscious of his deficiencies", although we hardly ever see him "in private". Webster's two plays are considered very much in terms of the characterization of Famine and Bosola, and the difference between them is well brought out. Professor Freer thinks Webster plays off "poetry arising out of the dramatic moment against a hand-drawn out of the library and handed to the characters", but he is really only interested in the growth in "self-understanding". His account of the improvisations of Bosola as analogous to Webster's with the play "listening" is all the same subtle and convincing. Ford's "controlled thinking" of characterization in *The Broken Heart* receives more praise than it seems to deserve, although this section is lively by an interesting study of Bassanes as the most human figure in the play.

Altogether this quirky, intelligent book commands respect, and it may be that I have overemphasized some of what seem to me its limitations. If so, it is out of a sense of the importance of Professor Freer's argument, and the originality of his approach that I have felt it necessary to identify some areas of disagreement. If he is too much concerned with poetry as a means of characterization, he simply shows how fully it can penetrate the other elements of meaning that is, how much the rhythms and movements of the verse are allowed to make their own discoveries and establish relationships with the play, and in doing this, he opens up new and important perspectives on Jacobean drama.

R. A. Foakes

R. A. Foakes is professor of English at the University of Kent.

# BOOKS

## Eleven million graduates

Education in the Soviet Union: policies and institutions since Stalin  
by Mervyn Matthews  
Allen & Unwin, £15.00  
ISBN 0 04 370114 0

Education has long been one of the success stories of the Soviet system. Viewed against the present backdrop of economic stagnation, it stands out as the country's most impressive achievement. Nearly all Soviet children now spend ten years at school and two million graduate every year from tertiary institutions. One includes those attending part-time courses of political as well as technical kind, the grand total of those being "educated" rises to a staggering 100 million.

The vast institutional network that processes such huge numbers is the focus of Mervyn Matthews's study. He estimates all major educational institutions and policies and traces their development since the death of Stalin - no mean feat. There are chapters on general secondary education; technical schools and colleges; higher education; student problems; and one on "supplementary educational services", surveying pre-school facilities, mass political education, and courses for bureaucrats as well as for the military.

Given the comprehensive range of the book, the depth of coverage is impressive. Dr Matthews packs a remarkable amount of information into 200 pages of text. For each section we get a concise description of structures, administrative controls and curriculum content. At times one wishes that the author made more use of his interview material to flesh out the bones of formal regulations and provisions which dominate most parts of the book. Similarly, while Dr Matthews's summaries of massive legal provisions adequately outline the main course of education, they emerge less clearly. All educational policies, so it seems, have been dictated from above by party politicians. Changes in direction are attributed to "hesitation in the top leadership" rather than to any interplay between leadership, administrators and educational opinion groups. Thus the role of the educational establishment is hardly discussed, despite the fact that this establishment successfully emancipated Khrushchev's populist moves and has dominated educational policy since the Brezhnev period.

In the book's analysis of the dynamics of educational policy leaves much to be desired, its account of the effect of those policies is excellent. The chapters on higher education, a well-documented picture of a centrally-controlled system, are very readable. At the end of four to six years, of heavy work-loads and numerous examination hurdles, the Soviet student emerges with a diploma that is roughly equivalent to an undergraduate degree. As if this were not enough, the author cautions, Matthews rightly cautions, against too frequent comparisons here and there with the institutions of the West, since the Soviet system is not a well-governed picture of a centrally-controlled system, but a very traditional, academic system.

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R. A. Foakes

R. A. Foakes is professor of English at the University of Kent.

tage of private coaching. According to one recent report, over the last five years the amount spent on private tuition equalled the total annual budget for general secondary schools. To try to counter middle-class advantage, the Soviet authorities have encouraged workers to enter higher education through special preparatory courses. And, as Dr Matthews's useful statistical tables show, recent years have seen a steady equalization in social group access to higher education.

To be sure, social imbalances remain - though they are far smaller than in Western Europe - and relative educational openness has not dented the high prestige of the professions. Few graduates want to go into industry but that is where many are sent after completing their course. Mervyn Matthews deals well with most organizational problems involved in the huge operation of "placing" all graduates. However, he scarcely discusses crucial problems that arise from the mismatch between qualifications and available jobs. This affects not just graduates in their "placement" year, but gener-

ates frustration among all those with a full secondary education unable to find anything better than semi-skilled manual work. By developing faster than the economy, the very success of the educational system has produced widespread disillusionment whose significance extends well beyond the economic sphere.

Dr Matthews fails to consider these consequences of educational policy largely because he firmly holds to the belief that educational expansion has had no perceptible impact on the political development of the Soviet Union. The fact that the educational system remained centrally controlled and apparently rules out the possibility that its expansion has contributed to political change of any kind. For someone so well versed in the study of education, Mervyn Matthews seems almost naively outraged that the Soviet system retains a pro-Marxist and anti-western slant. Surely, Soviet education differs here in degree rather than kind from most of its western counterparts.

More puzzling still are the grounds

on which Dr Matthews apparently dismisses educational expansion as a factor of political change. The fact that only a few score of the eleven million graduates in Soviet society have risked their necks by pressing for radical change in public is hardly sufficient evidence that the impact of the rest has been negligible. To reason in this way is to apply to the Soviet Union yardsticks appropriate only to open, pluralistic political systems. There are other, and arguably more effective, ways of pressing for change. Many of the eleven million graduates staff the swelling ranks of specialists whose influence over policy and over the entire climate of political opinion has grown steadily over the last two decades. Of course specialists are not necessarily liberals, but neither is liberalization the only legitimate direction of political change, as Mervyn Matthews seems to imply. A pragmatic, problem-solving approach, a concern with producing effective rather than ideologically correct policies also affects the nature of the political system and has changed the atmosphere and course of Soviet politics in

# Feminine endings

Beyond Separate Spheres: intellectual roots of modern feminism  
by Rosalind Rosenberg  
Yale University Press, £15.50  
ISBN 0 300 02695 1

Feminism  
by John Charvet  
Dent, £7.95 and £3.95  
ISBN 0 460 10255 9 and 11255 4

Rosalind Rosenberg's pioneering and scholarly study is mainly an account of the way in which, at the turn of the century, a small group of women social scientists, aided by a few like-minded men, challenged Victorian thinking on sexual differences. Helen Thompson, for example, demonstrated the small and inconsistent nature of intellectual differences between male and female students. Moreover, when these studies showed differences in environmental pressures rather than to biology. Thus, social scientists like Jessie Taft and Elsie Clew Parsons attacked the doctrine of women's innate moral superiority, attributing women's moral attitudes to their social conditioning and their marginal position in society.

This group of women academics who aided by a number of sympathetic men, of whom, perhaps, John Dewey, Franz Boas, W. I. Thomas and George Horner Mead were the most important. They contributed to the development of new ideas about women, both by their acceptance and propagation of ideas about the plasticity of human nature, and by their willingness to accept colleagues, teachers as students and colleagues. Indeed, at another level, Rosenberg illustrates very clearly the extent of the discrimination against women within the American higher education system at that time. Most of these women found that their careers ended with marriage.

Rosenberg argues that the support of male scholars was particularly important because the nature of their researches led the women away from the issues which preoccupied the feminist movement. Most of the early feminists both in the struggle for the vote and in the years after the lowered were concerned with men and similarities between men and women, but with a considerable exception, they accepted, to a considerable extent, for example, the weaker sex view of women as the weaker sex. At the same time they were convinced of women's moral superiority and argued for women's role in social reform. Moreover, if the feminists were, in consequence, unlikely to be sympathetic towards the new tendencies in social science, women scholars themselves gradually became more aware of their own marginal position. Particularly in the pre-war years, institutions of higher education were stiffly competitive and examinations heavily favour candidates from professional, middle-class families who often enjoy the advan-

# Teaching freedom

Tolstoy on Education: Tolstoy's educational writings 1861-62  
edited by Alan Pinch and Michael Armstrong  
Athlone Press, £18.00  
ISBN 0 485 11198 5

The fruits of Tolstoy's experience as an educator in practice and in theory in the years immediately preceding his marriage are rendered here in a new translation of high quality, admirably edited with useful introductions. The impact of Tolstoy's bold, vigorous, lucid prose, combined with compositions and reminiscences of former pupils, cannot fail to stimulate or provoke any teacher.

The pupils at Yasnaya Polyana school were free to come and go as they pleased, but, even so, Tolstoy, the schoolmaster, feared that the teacher's influence, together with timetables, class disciplines, and marks might be so strong as to diminish the children's freedom without their noticing, and cause them to submit to "the cunning net of order we have cast" and "lose the possibility of choice and protest."

This suggests that for Tolstoy the purpose of education was to teach his charges the supreme value of freedom. But Tolstoy was that rare person who really did believe in freedom, and understood that freedom required the teacher to banish any "artificially imposed" rules, together with the teacher's influence, together with timetables, class disciplines, and marks might be so strong as to diminish the children's freedom without their noticing, and cause them to submit to "the cunning net of order we have cast" and "lose the possibility of choice and protest."

Olive Banks

Olive Banks was until recently professor of sociology at the University of Leicester.

recent years. Among the public at large, education has certainly contributed to rising expectations, not just about jobs but also about standards of living.

These are large questions which Dr Matthews could not be expected to treat fully in what is an all too brief conclusion. All the same, they deserve some consideration if we are to arrive at any realistic assessment of the overall impact of educational expansion on the Soviet system. Nevertheless, because the book is essentially a descriptive study, these analytical weaknesses do not seriously detract from its value as a comprehensive and very informative survey of the development of Soviet educational institutions and policies in the post-Stalin period.

As such I am certain it will remain a standard work on the subject for many years to come.

Alex Pravda

Alex Pravda is lecturer in politics at the University of Reading.

is that of mother and child, where she attempts to see reality through his eyes and strives to meet his natural needs as they develop. In England, he says, they have, however, even gone so far as to establish "infant (sic) schools". "It only remains to invent a steam-engine to replace the nursing mother" is Tolstoy's comment.

Tolstoy sets himself to elucidate the contradiction that the common people everywhere hunger and yearn for education, and at the same time wherever they are offered it, they reject it. Nearly all who attend school learn to read and write, albeit mechanically, but rarely if ever pick up a book again. After his tour of European schools he draws a sad picture of schoolchild snails retracted into their shells, snail, frightened, cut off from their naturally vivacious life, wearily echoing in others' language concepts unintelligible to them - all this in an atmosphere of *Gehorsam* and *Ruhe* where children grow stupid, *verdummen*, and where even urination requires authorization.

Obedience, silence, the dead discipline of a barrack-like class, he found at its worst in Prussia, but less same principles, carried out more rigorously, characterized education in France, England and Russia. In sharp contrast is the climate of the Yasnaya school, where despite all their mistakes (analysed in detail) it proved possible, for example, for young peasant children to write a tale of such enduring quality as *He feeds you with a spoon and pokes you in the eye with the handle*. Tolstoy uses this pedagogic exercise in creative writing to elucidate the mysterious delicacy of the birth of artistic intuitions in the young, of the sense of harmony and measure in particular.

Tolstoy's pedagogy is all of a piece with the rest of him, and stems from his religious understanding of life. "How like an angel came I down?" "Man is born perfect"... The Child is father of the Word... Treherne, Rousseau, Wordsworth. For Tolstoy reality is illusory and arouses only revulsion, while his own reality borne out by others' response to his own unshakable faith carries intimations of the eternal source. Within this metaphysics, the teacher's aim is not progress towards either discipline and order or to liberalism and materialism. His task is not to look forward but backwards, to help the pupil to rediscover the original innocence ceaselessly threatened with corruption; he proceeds through life's inevitable stages in an aberrant and repulsive "civilization".

As Tolstoy himself foresaw, more than a century would have to pass before his educational insights began to penetrate the inevitable resistance of unthinking conformity. The publication of this volume will prove a milestone in the recognition of Tolstoy's stature in the history of Education on the same elevation as Plato and Rousseau.

R. V. Sampson

R. V. Sampson was formerly in the department of politics at the University of Bristol.



BOOKS

MATHEMATICS AND PHYSICS

Confronting the new physics

The Rise of Robert Millikan: portrait of a life in American science by Robert H. Kargon

The rearguard action of physicists witnessing and reacting to the shift towards quantum concepts...

Both Millikan and Jakob reacted violently to the growing acceptance early in this century of non-mechanistic, seemingly non-rational principles...

matter in multiples of a common unit, or "quintum". Some even suggested the more radical proposal that the energy possessed by matter or light was always limited to multiples of these quanta.

The crumbling of the edifice of classical physics oppressed Jakob, honorary professor of theoretical physics in a German university town decorated veteran of the war...

The reader regret the collapse of Jakob's world. Millikan, on the other hand, representative of ascendant American science, resists but later accepts the new physics, following the pragmatic bent in American culture.

Further study at Columbia University with summers in Chicago encouraged him to concentrate on precision experimental measurement.

eroded. Jakob's influence at the physics institute - never as high as he wished because of his secondary status under a younger full professor - is symbolically undermined further by a recalcitrant janitor who steals from his laboratory, and a physics lecturer who vindictively erases Jakob's formulas from the chalkboards.

Jakob is further disturbed by the growing swell of appreciation for Einstein's general theory of relativity. Quite distinct from the 1905 special theory of relativity, the general theory, formulated during the war, called into question not just the aether and our perceptions of time, length, and mass but also the physical character of gravity.

After the war Millikan played a leading role in transforming a third-rate technical school in Pasadena into the California Institute of Technology. Money flowed from the lumber, power, and real estate interests of southern California to turn Caltech in the 1930s into a research institution of world class.



Robert Millikan shows off the new 10-foot wind tunnel at the California Institute of Technology in 1930. Taken from Bringing Aerodynamics to America by Paul A. Hanle, published by MIT Press at £14.

the pace in physics. Enrolments grew and no limits save financial were set on the number of professorships. The successes of American physics during the war increased opportunities at state as well as private universities - and in industry for physics research in peacetime.

Both Millikan and the fictional Jakob played their parts in the evolution of the substance and style of physical research. The value of these books lies in their portrayal of human responses to cultural change.

BOOKS

MATHEMATICS AND PHYSICS

A set of ideas

Numbers and Infinity: a historical account of mathematical concepts by Ernst Sondheimler and Alan Rogerson

Howard Eves Mathematical Association of America: Wiley, £14.00

Howard Eves Mathematical Association of America: Wiley, £15.75

Numbers and Infinity: a historical account of mathematical concepts by Ernst Sondheimler and Alan Rogerson

deed solve it. After a good description of Archimedes they progress to the calculus in the nineteenth century and the concept of function, and this in turn leads to infinity again.

The next seven chapters form a self-contained account of investigations into foundations during this century. There is one chapter on Babbage and computers before a delightful final chapter of replete references to the topics which have had to be left out, and some hints for solving some of the exercises.

Whenever the advance of mathematical evolution requires the introduction of seemingly absurd or "unreal" concepts, they will be provided by the creation of appropriate and acceptable interpretations.

The argument is supported by reference to many actual historical episodes. It is fascinating to pursue, and there is no doubt of its explanatory power.

The development is fairly standard, it begins with the history of the numbers for numbers, in Babylon after, and progresses to a study of the properties of the integers.

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Wiley advertisement listing books like 'Electromagnetic Surface Modes', 'The Physics of Stars', 'The Milky Way', 'Basic Algebra and Geometry for Scientists and Engineers', 'Algebra Volume 1, 2nd Ed.', 'Physics and Atoms of Molecules', 'Kinetic Theory and Entropy', 'A Dictionary of Statistical Terms', 'Theory of Laminar Flames', 'Macrophysics and Geometry', 'An Informal Introduction to Gauge Field Theories', 'Hydrodynamic Stability', and 'Introduction to Dynamics'.

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Oxford University Press

**BOOKS**

MATHEMATICS AND PHYSICS

**Infancy of physics**

*Energy, Force, and Matter: the conceptual development of nineteenth-century physics* by P. M. Harman  
 Cambridge University Press, £13.50 and £5.50  
 ISBN 0 521 24600 8 and 28812 6  
*Elements of Early Modern Physics* by J. H. Hellbronn  
 University of California Press, £22.50 and £8.25  
 ISBN 0 520 04354 8 and 04555 6

The history of physics lends itself neither to romance nor drama; as the science which is most experimentally exacting and most mathematically complex, physics is not readily assimilated by the general reader.

Especially this is true from the nineteenth century onwards; it is public-spirited to attempt even in a short space an account of its conceptual development, since the histories of modern physics are notably lacking in English, and if the present endeavour does not wholly succeed, Dr Harman charts an accurate course.

Both these books offer solid nourishment to the committed scholar or earnest student with attention-span longer than average. Dr Hellbronn has the easier task in that the physics of the seventeenth and eighteenth centuries reveals oddities of personality, variety of subject and vivacity of experiment - indeed, grotesquerie when it comes to electrified boys suspended from silken threads. Dr Harman, on the other hand, encounters the almost insuperable difficulty of expounding mathematical science in a single, unadorned mathematical expression, and where he might have introduced some experimental liveliness - for example, into the account of Maxwell's attic experiments on the viscosity of gases - he has chosen not to do so; as he has excluded all evidence of personality.

Dr Hellbronn conveys something of the excitement of experimental discovery, theoretical uncertainty and the tension of debate; Dr Harman's compressed, flat and unvaried presentation takes the sparkle even out of Faraday's ideas on electricity and matter. The former, conversely (with some ironical humour) of the historian's role as the 'ultimate epitomizer' of dead science and forgotten philosophy, has obviously striven to make history (as it should be) more than a lifeless précis.

Dr Harman, who has written fascinating papers on eighteenth-century physics and philosophy, seems after moving forwards a hundred years, overpowered by the need to be both complete and faithful. A sentence such as: 'To avoid the difficulties that would ensue if it were supposed that the ether [sic] was disturbed by the earth's motion, both Young and Fresnel accepted the hypothesis that... the ether was not disturbed by the motion of the earth through it' is effective against insomnia.

These two books, so different that one would hardly suggest one as providing appropriate background for reading the other, are directed at very different issues. Dr Hellbronn wishes to bring out the range, colour and comprehensiveness of early modern physics and does not avoid a touch of paradox; thus, he points out '... an identifiable group of persons, the Jesuits did more physics than any other'. A principal thread in his book is that the 'natural' approach to early physics, that of the 'establishment' of Newtonian mechanics. He draws material freely from all over Europe; he is at home with the material apparatus of science, and he refers constantly to colleges and academies and the growth of a scientific culture.

Dr Harman's theme is more narrowly theoretical; the direction of the mechanization of scientific nature

which supposed that matter in motion was the basis of all physical phenomena' to the breaking-point in irreconcilable conceptions of the ether. After the old, simple kinetic view of nature suffered its first severe setback with the victory of the wave-theory of light, thermodynamics imposed new difficulties; collapse was initiated by Faraday's destruction of action-at-a-distance and the subsequent attempts to homologize 'ether' and 'field'. Rather than write a philosophical or synthetic history somewhat in the manner perhaps of Mary Hesse's *Forces and Fields*, Dr Harman decided to review each major innovation in physics in turn in order to assess its effect in transforming the 'mechanical view'.

The result is textbook-like in style, where the generalizations are neither always clear or plainly argued. One might question, among other things, whether physics was so overwhelmingly a British science? Faraday, Maxwell, Kelvin were indeed great heroes, but did Europeans see Boltzmann, Clausius, Helmholtz and Weber as such comparatively lesser lights? Dr Hellbronn's treatment shows for the earlier period how richness of understanding follows from a deep and broad survey of the international scientific scene.

*Elements of Modern Physics* is not, in fact, a wholly new book since it consists of the first two chapters ('Physical principles' and 'The physicists') of Dr Hellbronn's *Electricity in the 17th and 18th Centuries* (1979), followed by a revised condensation of the rest of that important book.

The two works contain large and useful bibliographies. If both authors may be thought of as historical epitomizers in diverse ways, they both perform a useful educational service, not least Dr Harman in clearing a new path through so prickly a field as he has chosen.

**Rupert Hall**

*Rupert Hall was formerly professor of the history of science and technology at Imperial College, London.*

**Optimal algorithms**

*Combinatorial Optimization: algorithms and complexity* by Christos H. Papadimitriou and Kenneth Steiglitz  
 Prentice-Hall, £25.60  
 ISBN 0 13 152462 3

The practical exploitation of technological innovations frequently raises problems of design too complicated for commonsense or intuitive solution. Examples include the design of large-scale telecommunications systems; the organization of complex manufacturing processes and, more generally the scheduling of multiprocessors and the study of flows in networks. Initially, any solution is valuable - or even a proof that a solution exists. Next, an algorithm is sought (that is, a systematic solution of the problem in a demonstrably finite number of well defined steps). At this stage, a new issue appears; is it feasible to implement the algorithm on a computer, and, if so, how much will it cost and how long will it take?

The determination of optimal algorithms (relative to time, cost, or other criteria) constitutes an optimization problem' - typically, to maximize or minimize some 'objective function',  $f(X)$ , of  $n$  variables, subject to a collection,  $C(X)$ , of constraints, each of the form  $g_i(X) \leq 0$ , where  $=$  may denote equality, or else any of the order relations on the real line (although, more abstract frameworks are required to formulate some classes of problems). If any of the  $g_i$  is nonlinear, or if  $f$  or any of the  $g_i$  is non-convex, then convexity properties are 'dominant', and 'gradient' methods, or 'dynamic programming' may be used. When all constraints are linear, the resulting framework is linear programming.



The idea that radio sets could become portable was subject to ridicule in the early 1920s, as this contemporary cartoon shows. Taken from *The Timetable of Technology*, a record of our century's achievements edited by Patrick Harper, to be published next week by Michael Joseph at £12.95.

The decline of school geometry is a matter for regret. I am sure I am not the only one of my generation who went to university to read mathematics mostly because I enjoyed school geometry so much, and nothing that has replaced it in school syllabuses has the same entertainment-value or goes to capture the imagination. Also, no other part of elementary mathematics provides so good a training in the art of writing clear, watertight logical arguments.

Of course, geometry has come quite a long way since Euclid, and as justified by today's experts it is a highly abstract and technical subject. Open any modern advanced geometry text and you are likely to find the symbols very dense on the page, and the diagrams few and far between. How does one get into this subject? Millman and Parker hope you will read their book, which they call as a 'first rigorous course' in geometry. The danger is that, as school-leavers nowadays know little geometry, the book might be read instead as a 'first course' in geometry, whereas a love of Euclidean geometry is a prerequisite.

The book is very well written, with lots of diagrams and plenty of exercises. The trouble is that it is very hard to get going, and indeed one might say that it never gets going at all. At the start, we have an 'abstract geometry', which just has points and lines, and two axioms saying that two points determine a line and every line has at least two points. A 'model' for this is the ordinary Euclidean plane, and there are also non-Euclidean models, that is, examples. Do not be misled by the title: this book does not tell you how to make pretty things with cardboard and glue.

Now an abstract geometry is too general to have very many interesting theorems, so after a while we introduce extra axioms about distances, and later on, about angles. By page 56 we have at last reached the point where we are able to prove the definition of congruence: triangles appear much later, and even more axioms are needed before we can do anything useful with them. There are then chapters on parallel lines, hyperbolic geometry, Euclidean geometry (with an all-but-seven pages of classical results), area, and isometries.

It is necessary to be so very careful about setting up geometry? Well, unfortunately, if you are not careful, it is only too easy to go horribly wrong. Witness: the well-known 'proof' that every triangle is isosceles, given on page 139. After the books of seeing this for the first time, the reader ought to be much more willing to go back and study carefully how those rather dull theorems about angles are proved: whether two given points are on the same or opposite sides of a given line.

Whereas Millman and Parker's book is for those who want to think carefully, the text by Ellis is for those who don't want to think at all. It is a section of this book being presented as a 'theorem', often without the least attempt to sketch a proof, and getting with some over-the-top enthusiasm that students of elementary physics and science do not want to see detailed

**BOOKS**

MATHEMATICS AND PHYSICS

**Geometric recipes**

*Geometry: a metric approach with models* by Richard S. Millman and George D. Parker  
 Springer, DM78  
 ISBN 3 540 90610 X  
*Basic Algebra and Geometry for Scientists and Engineers* by A. J. Ellis  
 Wiley, £10.95 and £6.95  
 ISBN 0 471 10174 5 and 10175 3

rigorous proofs of the kind beloved by pure mathematicians, but that does not mean that one has to go to the other extreme and teach them recipe-book mathematics, as if they were incapable of understanding anything at all.

The topics treated, if that is the right word, are: sets (and none of the notation introduced here is used elsewhere in the book), numbers, simultaneous equations and matrices, vectors, complex numbers, conic sections, and polynomials. It is a very slim book; my engineering students prefer to buy one rather fat book containing all the mathematics they need. Most mathematics texts for engineers and scientists make depressing reading for a mathematician; at least this book consoles me that the one I recommend to my students is not the worst available.

**John Silvester**  
 John Silvester is lecturer in mathematics at King's College, London.

**Quantum states**

An Introduction to Statistical Physics by W. G. V. Rosser  
 Ellis Horwood, Wiley, £17.50 and £8.50  
 ISBN 0 85312 272 5 and 357 8

The essential quality for a successful textbook in an established subject-area is that it should be well-judged in relation to its intended readers. In particular, it requires careful selection of material and approach, and straightforward exposition at a level that will carry the reader forward without too much effort on his part.

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Rosser bases his approach firmly on the idea of the existence of quantum states, and classical statistical mechanics only appears briefly in relation to the classical limit of quantum results. Entropy is introduced by an isolated system, and Boltzmann and Gibbs factors appear later for systems

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A second edition of volume one of P. M. Cohn's established textbook *Algebra* has been published by Wiley at £9.95.

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**MATHEMATICS AND PHYSICS**

**Optimal control**

**Introduction to Optimal Control Theory**  
by Jack Maciej and Aaron Strauss  
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ISBN 3 540 90624 X

The theory of the optimal control of dynamic systems has always been regarded by mathematicians as the most "respectable" part of control theory, because of its origins in the calculus of variations. However, twenty years ago the study of optimal control was very much a novelty in British universities, and suitable textbooks were few. Indeed, the well known reference work by Lee and Markus (*Foundations of Optimal Control Theory*, Wiley) did not appear until 1967, and most other books of the period were aimed primarily at engineers, a notably attractive example being *Applied Optimal Control* by Bryson and Ho (Blaisdel, 1969).

Times have changed: in the intervening period the pure mathematicians have been hard at work, and there are now several rigorous treatments available, among them this book - a modest volume aimed primarily at mathematicians and those in other disciplines who are interested in the mathematical foundations of the subject. The viewpoint adopted by the authors is revealed in their preface: they regard optimal control theory as a suitable field for the application of mathematical topics such as convexity and convergence. This is therefore not a book on applied mathematics in the British sense.

The treatment of models from the physical world is very scanty, and the so-called "rocket car" example, which is used throughout for illustrative purposes, is just the simplest possible double integrator system. In other words, we have the usual North American formal mathematicians' development, with its plethora of notation and terminology which sometimes irritates. However, it would be premature to dismiss the book on these grounds, for once the framework has been penetrated there is much that is of value.

To be fair to the authors, in the introductory chapter they do quote a few real-life models, together with suggestions for further reading in this area. Notes at the end of chapter one also give references to other topics which are not covered, including stochastic control, theory of games, and the calculus of variations. Chapter two is devoted to controllability, and is very useful in its own right, being a self-contained treatment which is not easily found elsewhere. For example, a complete proof is given of the fact that for linear time-invariant systems the set of initial states which can be steered to the target requires only "bang-bang" control. It is typical of the book, however, that the important and interesting dual notion of observability is effectively ignored.

The "minimum-time problem for linear systems is considered in detail in chapter three. This has useful practical applications, but for the authors the appeal lies in the relative simplicity of the geometry of the situation. Nevertheless, they give a thorough, although the worked examples and exercises are rather limited. A twelve-page appendix briefly surveys some relevant mathematical background, although this is unfortunately not integrated with the main body of text, so that, for example, a condition in chapter three for the existence of a time-optimal control is not identified as requiring that the system be open-loop stable. As so often with appendices, it is superfluous for those who know the material, and insufficient for those who do not.

Chapter four gives excellent theorems for general optimal control problems, and it is admitted to be at a

high level of mathematical abstraction. However, the numerical examples and statements of the theorems are worth reading as a preliminary to the necessary conditions for optimality in the final chapter. This describes the Pontryagin principle, which is accompanied by two proofs, one in an appendix, and the other using dynamic programming. Again the worked examples are rather limited, and problems other than the standard one with fixed end-points are treated perfunctorily - for example, the case of a fixed time interval only appears in the very last exercise. A major omission is that linear systems with a quadratic performance index are not investigated, apart from brief comments on the existence of solutions. Thus, there is no coverage of Riccati-type differential and algebraic equations, nor of feedback control. This makes the book much less attractive to control engineers, and another chapter including these topics would have been very worthwhile.

Despite the preceding criticisms, the book can be recommended, within the constraints of its restricted aims and scope, as a clearly written and concise account. If used for a course, a liberal spicing with Bryson and Ho-type examples would be needed. There is no doubt that, as the sophistication of models from the real world increases, a deeper knowledge is required of the appropriate mathematical techniques. In this sense the book can be recommended.

**Stephen Barnett**  
Stephen Barnett is professor of applied mathematics at the University of Bradford.

**Selected algebra**

**Modern Algebra: a constructive introduction**  
by Ian Connell  
Edward Arnold, £16.00  
ISBN 0 7131 3463 1

Algebra textbooks at university level must roughly be divided into three classes (I am here only speaking of good ones), the only sort worth discussing. First, there are those which cover the whole honours mathematics course; an excellent example is Jacobson's two-volume work. However, such an overall compendium tends to be difficult, especially for the beginning student. He is catered for by the second sort of book which usually covers only some selected topics, but takes special pains to explain the subject and to provide a bridge between school and university.

There are many books in this category, none of them outstanding (the better books also tend to be more difficult, especially for self-study), but in some sense they are less needed: For modern algebra is relatively simple to explain, thanks to its transparent axiomatic structure, though difficult to understand because of the degree of abstraction involved. It requires, from the student (in addition to a modicum of mathematical talent) a willingness to work hard in thinking about these concepts again and again until they become familiar, and here the lecturer's role, presenting the material from a work of the first sort, is vital.

But there is a third sort of book, which again takes only a few selected topics and develops them in depth, going further than the usual textbook. Even though they do not cover the whole course, these books are often valuable, both in providing extra- and in stimulating the lecturer. Ian Connell's book is a good example in this class: in five chapters, extending over 450 pages, it covers rings (mainly the integers and polynomial rings), vector spaces and real, complex and p-adic numbers. Of course, groups are discussed, but only incidentally (as far as I know, however). There is also a bit of set theory (the Zorn's Lemma and the axiom of choice), and the author has



A spherical flask is used to condense the light from a candle on fine lacquer. Taken from *The Light Fantastic* by Peter Mason, published by Penguin at £2.95. The book presents the story of the trial and error that went into the invention of spectacles, X-rays, cameras, electric lighting, lasers, television, and so forth.

provide sufficient motivation for students to progress through the sections and there are many illuminating remarks which will help the reader, even (and perhaps especially) if he already knows the subject. But this has resulted in the topics being rather more mixed, so that the book would be difficult for beginning students. In any case, it can hardly have been intended for them, since topics are taken to a quite sophisticated level.

The book would be most useful as revision for a third-year student or even a postgraduate; and no doubt the latter would find quite a few things new to him, particularly in the chapter on p-adic numbers which neatly develops much of real and p-adic analysis in parallel, with many worked examples. But for quadratic forms, similarity reduction of matrices, as well as for much of group and module theory, he would have to turn elsewhere.

The book is rounded off by a collection of exercises, ranging from routine questions to challenging pieces, some of it arranged in assignments, taking the student step by step through additional parts of theory not covered in the text.

**P. M. Cohn**  
P. M. Cohn is professor of mathematics at Bedford College, London.

**Maths for science**

**Mathematical Methods for Mathematicians, Physical Scientists and Engineers**  
by J. Dunning-Davies  
Ellis Horwood, Wiley,  
£19.50 and £8.50

Authors in the subject area "mathematics for science" must face the difficulties of satisfying conflicting objectives: Clarity and relevance are essential; generality may be traded in when appropriate. How well does this book succeed in satisfying the demands of its intended readership? A glance at the contents and preface soon makes it clear that it is concerned only with traditional mathematics. Its level and approach are similar to that of *Mathematical Methods in Physics* (1965) by Chisholm and Morris, and there is considerable overlap in terms of material.

The first hundred pages, approximately, are concerned with basic foundations of analysis: real functions, complex numbers, integration and series. The treatment of these topics is quite thorough by the ordinary standards of subsidiary mathematics. Early in chapter one, we are dealing with L'Hospital's rule and Taylor's theorem, with both Cauchy's and Lagrange's form of its remainder. The binomial theorem seems to have been regarded as a prerequisite. The figures accompanying the text are helpful, in fact, I would have liked to have seen a few more. There are many good examples to illustrate the text, especially in the chapter on integration.

The next hundred pages, approximately, are about matrices and vectors. Matrices are introduced via linear equations, and their treatment is terminated with eigenvectors, diagonalization and quadratics. In view of the widespread but false notion that matrices are diagonalizable, I would have preferred to see a more thorough treatment of the diagonalization process and at least a statement of the Jordan canonical form. The treatment of vectors is excellent, and the early introduction of index notation is well motivated and forward looking.

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A second edition of K. G. Binmore's *Mathematical Analysis: a straightforward approach* has been published by Cambridge University Press at £18 and £6.95. Two new chapters on analysis in vector spaces and on the binomial theorem have been added. Another innovation is the inclusion of a collection of further problems for which solutions are given.

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The University is seeking to appoint a successor to Professor P. T. Matthews, CBE, FRS, who is to retire at the end of the present academic year.  
Applications are invited for the post of Vice Chancellor, to be filled on 1st September 1983, addressed Private and Confidential, to the Secretary and Registrar, The University of Bath, Bath BA2 7AY.  
Closing date for receipt of applications 20th November, 1982.

**University of Edinburgh**  
**RESEARCH UNIT IN HEALTH AND BEHAVIOURAL CHANGE**

Applications are invited for the post of Director of a newly established research unit, funded by the Department of Health and Social Services, Edinburgh. The unit will be concerned with the study of health and behavioural change, and will be based in the Edinburgh area. The Director will be responsible for the overall management of the unit, and will be expected to contribute to the development of research in the field of health and behavioural change. The Director will also be expected to hold a Ph.D. and to have a minimum of 10 years' experience in the field of health and behavioural change. The Director will be expected to have a minimum of 5 years' experience in the field of teaching and supervision of students. The Director will be expected to have a minimum of 2 years' experience in the field of research in the field of health and behavioural change. The Director will be expected to have a minimum of 1 year's experience in the field of teaching and supervision of students. The Director will be expected to have a minimum of 6 months' experience in the field of research in the field of health and behavioural change. The Director will be expected to have a minimum of 3 months' experience in the field of teaching and supervision of students. The Director will be expected to have a minimum of 1 month's experience in the field of research in the field of health and behavioural change.

**The Queen's University of Belfast**  
**TEMPORARY LECTURER**

This temporary post is available for one or two years. Applications are invited from qualified persons who are currently employed in a university or other educational institution. The holder will be required to teach and supervise students, and to carry out research in the field of the subject. The holder will also be expected to contribute to the development of the Department. The holder will be expected to hold a Ph.D. and to have a minimum of 10 years' experience in the field of the subject. The holder will be expected to have a minimum of 5 years' experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 2 years' experience in the field of research in the field of the subject. The holder will be expected to have a minimum of 1 year's experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 6 months' experience in the field of research in the field of the subject. The holder will be expected to have a minimum of 3 months' experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 1 month's experience in the field of research in the field of the subject.

**CLASSIFIED ADVERTISEMENTS**

- Universities**  
Fellowships  
Research and Studentships  
Polytechnics  
Colleges of Higher Education  
Colleges with Teacher Education  
Colleges and Institutes of Technology
- Technical Colleges**  
Colleges of Further Education  
Colleges and Departments of Art Administration Overseas  
Adult Education  
Librarians  
General Vacancies  
Industry and Commerce

- Other classifications**  
Exhibitions  
Awards  
Conferences and Seminars  
Courses
- Personal**  
For Sale and Wanted  
Holidays and Accommodation

**Victoria University of Wellington**  
**FOUNDATION CHAIR OF COMPUTER SCIENCE**

Applications are invited from suitably qualified men and women for appointment to the Foundation Chair of Computer Science. The holder of the chair will be expected to contribute to the development of the Department of Information Systems, and to the development of the Department of Computer Science. The holder will be expected to hold a Ph.D. and to have a minimum of 10 years' experience in the field of computer science. The holder will be expected to have a minimum of 5 years' experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 2 years' experience in the field of research in the field of computer science. The holder will be expected to have a minimum of 1 year's experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 6 months' experience in the field of research in the field of computer science. The holder will be expected to have a minimum of 3 months' experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 1 month's experience in the field of research in the field of computer science.

**UNIVERSITY OF BATH**  
**SENIOR LECTURER/LECTURER IN DATA PROCESSING**

Applications are invited for the post of Senior Lecturer in Data Processing. The holder will be expected to contribute to the development of the Department of Information Systems, and to the development of the Department of Computer Science. The holder will be expected to hold a Ph.D. and to have a minimum of 10 years' experience in the field of data processing. The holder will be expected to have a minimum of 5 years' experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 2 years' experience in the field of research in the field of data processing. The holder will be expected to have a minimum of 1 year's experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 6 months' experience in the field of research in the field of data processing. The holder will be expected to have a minimum of 3 months' experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 1 month's experience in the field of research in the field of data processing.

**The Open University**  
**SENIOR COUNSELLOR**

A vacancy has arisen for a Senior Counsellor in the East Anglia Region for the period of approximately 18 months. The post will be based in the East Anglia Region, located at Centre House, Cambridge, CB2 1BF.  
Senior Counsellors are invited to apply for the post of Senior Counsellor in the East Anglia Region for the period of approximately 18 months. The post will be based in the East Anglia Region, located at Centre House, Cambridge, CB2 1BF.  
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**University of Hong Kong**  
**LECTURESHIP IN SOCIOLOGY**

Applications are invited for the post of Lecturer in Sociology. The holder will be expected to contribute to the development of the Department of Sociology, and to the development of the Department of Social Sciences. The holder will be expected to hold a Ph.D. and to have a minimum of 10 years' experience in the field of sociology. The holder will be expected to have a minimum of 5 years' experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 2 years' experience in the field of research in the field of sociology. The holder will be expected to have a minimum of 1 year's experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 6 months' experience in the field of research in the field of sociology. The holder will be expected to have a minimum of 3 months' experience in the field of teaching and supervision of students. The holder will be expected to have a minimum of 1 month's experience in the field of research in the field of sociology.



Universities continued



Deakin University CHAIR IN ARCHITECTURE

Applications are invited for the following posts for which applications should be sent to...

The University of New South Wales, Sydney LECTURER - SCHOOL OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

The University of Adelaide SENIOR TUTOR IN PHYSIOLOGY (73707) (TENUREABLE)

The University of Melbourne CHAIR OF MEDICINE (JAMES STEWART PROFESSOR)

The Australian National University CHAIR OF ZOOLOGY

Macquarie University, Sydney LECTURER IN EARTH SCIENCES (IN THE FIELD OF SOILS/ BIOGEOGRAPHY)

CLASSIFIED ADVERTISEMENTS To Advertise in the TIMES

University of Strathclyde RESEARCH ASSISTANT

Applications are invited for two posts of research assistant in the Department of Electrical and Electronic Engineering...

University of London Imperial College Department of Social and Economic Studies RESEARCH ASSISTANTS

University of Surrey Department of Mechanical Engineering RESEARCH FELLOW

University of Canterbury, New Zealand LECTURER IN EDUCATION

University of Wellington, New Zealand TEMPORARY LECTURESHIP IN GERMAN

University of Canterbury, New Zealand LECTURER IN EDUCATION

University of Canterbury, New Zealand LECTURER IN EDUCATION

Holidays and Accommodation

Polytechnics ULSTER POLYTECHNIC Faculty of Technology PRINCIPAL LECTURER - SURVEYING

(Fixed term appointment until 30 September 1984) Salary Scale: £11,931 - £13,200/£16,018

Applications should be Chartered Surveyors in the Planning and Development Division and/or holders of equivalent degree or professional qualifications commensurate with the post.

DUNDEE COLLEGE OF TECHNOLOGY Applications are invited for the following posts in the Department of Mathematics & Computer Studies.

Senior Lecturer in Statistics Applications should have high academic qualifications together with extensive experience and a proven record in graduate level teaching.

Lecturer in Computing (Data Processing) Applicants should be honours graduates with practical experience of data processing, with particular reference to systems analysis.

Lecturer in Drama Theatrecraft LUSL: £7,404-£13,365pa Inc PL: £12,480-£18,567pa Inc (Three year appointment)

Middlesex Polytechnic City of London Polytechnic Department of Information Technology Studies LECTURER II COMMERCIAL AND ECONOMICS

Applications are invited for this post which will contribute to the provision of a first year course in the Department of Information Technology Studies.

Polytechnics continued SHEFFIELD CITY POLYTECHNIC DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

Three posts: I) PRINCIPAL LECTURER II) SENIOR LECTURER III) LECTURER II

Applications should be well qualified, preferably with a good Honours Degree in Engineering, a postgraduate qualification and suitable industrial, research and/or teaching experience.

CITY OF BIRMINGHAM POLYTECHNIC Applications are invited for the post of: DIRECTOR OF COMPUTER CENTRE

Huddersfield Polytechnic Department of Economic & Marketing Studies LECTURER II/SENIOR LECTURER IN MARKETING

DUNDEE COLLEGE OF TECHNOLOGY SENIOR LECTURESHIP IN PHYSICS

Oxford Polytechnic Education Methods Unit LECTURER II/ SENIOR LECTURER

Brighton Polytechnic Department of Electronic Engineering PRINCIPAL LECTURER IN DIGITAL ELECTRONIC SYSTEMS/MICROPROCESSOR TECHNOLOGY

Applications are invited for the above post which becomes vacant from 1st September 1983 upon the retirement of the current post holder.

Manchester Polytechnic School of Applied Social Sciences Administration, Post No 21 TEMPORARY STUDENTS II

T/614 BIOLOGICAL SCIENCES (full-time) Applications are invited for a temporary lecturer in the Department of Biological Sciences.

T/615 ENGINEERING DESIGN MANUFACTURING (full-time) Applications are invited for a temporary lecturer in the Department of Engineering Design and Manufacturing.

T/616 MATHEMATICS (half full-time) T/617 COMPUTING (half full-time) Applications are invited for a temporary lecturer in mathematics and computing.

Lotlian Regional Council NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY SENIOR LECTURER A IN SCIENCE STUDIES

Lecturer A in Civil Engineering Required in the Department of Civil Engineering to lecture and carry out developmental work on degree, diploma and certificate courses.

Lecturer A in Business Studies Required in the Department of Business Studies to teach Business Policy and Energy Policy.

Hampshire Education Committee Highbury College of Technology PRINCIPAL

Applications are invited for the above post which becomes vacant from 1st September 1983 upon the retirement of the current post holder.

Fellowships Prifysgol Cymru University of Wales UNIVERSITY FELLOWSHIPS

A limited number of Fellowships will be offered by the University in section 1983-84. Fellowships have the object of the study of the history and culture of the civilisation of Spain.

University College, Aberystwyth University College, Bangor University College, Cardiff University College, Swansea UWIST, Cardiff Saint David's University College, Lampeter

Corpus Christi College Oxford JUNIOR RESEARCH FELLOWSHIP IN POLITICS

Merton College Oxford JUNIOR RESEARCH FELLOWSHIPS AND SENIOR SCHOLARSHIPS 1983

Research & Studentships

Social Science Research Council RESEARCH CENTRE ON ADDICTION

SSRC wishes to establish a Research Centre (comprising a group of researchers based at an eligible institution) to operate within a budget of £250,000 over a period of five years from late 1983.

Ms Denise Bates, SSRC, 1 Temple Avenue, London EC4. Tel: 01-353 8252, Ext. 74.





Research and Studentships continued

University College of Swansea

Senior Research Assistant
Applications are invited for a vacancy of Senior Research Assistant in the Department of Civil Engineering.

Durham University

Department of Engineering
RESEARCH ASSISTANT
ROBOTICS GROUP
Applications are invited for the post of Research Assistant, Robotics Group.

Initial salary will be up to £7,225 per annum. Further particulars and application forms should be obtained from the Personnel Office, University College of Swansea, Singleton Park, Swansea SA2 8PP.

The University of Leeds

Department of Adult and Community Education
RESEARCH ASSISTANT (ARCHAEOLOGY)
Applications are invited for a post of Research Assistant in the Department of Adult and Community Education.

University of Warwick

Department of Mathematics
SENIOR RESEARCH OFFICER
Applications are invited for a post of Senior Research Officer to work on the project 'The Mathematics of the Atmosphere'.

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Department of Mathematics
SENIOR RESEARCH OFFICER
Applications are invited for a post of Senior Research Officer to work on the project 'The Mathematics of the Atmosphere'.

The London Business School

Centre for Economic Research
RESEARCH OFFICER
There is a vacancy in the Centre for Economic Research for an economist to assist in macro-economic research.

Heriot-Watt University

Department of Computer Science
Research Associate
MAN-MACHINE INTERFACE
This project is concerned with the provision of dialogue features and the development of the computer program in dialogue design and evaluation of experiments.

University of Birmingham

Department of Mechanical Engineering
SERIC SOLAR ENERGY RESEARCH STUDENTSHIP
Applications are invited for the above studentship in the Department of Mechanical Engineering.

The British Council

JUNIOR RESEARCH SCHOLARSHIPS: SOVIET UNION
The British Council offers research scholarships to Soviet citizens to study in the United Kingdom.

University of Warwick

Department of Mathematics
SENIOR RESEARCH OFFICER
Applications are invited for a post of Senior Research Officer to work on the project 'The Mathematics of the Atmosphere'.

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Colleges of Higher Education

Roehampton Institute

Digby Stuart
Freabel
Southlands
Whitelands
Courses offered by the Roehampton Institute of Higher Education are in combined studies leading to university first and higher degrees.

LECTURESHIP IN CALLIGRAPHY & BOOKBINDING

Applications are invited for a full-time Lectureship in Calligraphy and Bookbinding in the Department of Art and Design.

Westminster College Oxford

LECTURER II IN RELIGIOUS STUDIES
The successful candidate will be responsible for:
1) responsibility for the teaching of religious studies in the Department of Religious Studies.

Westminster College Oxford

LECTURER II IN ART/DESIGN AND EDUCATIONAL STUDIES
The successful candidate will be responsible for:
1) Art courses in a Sub-degree programme of the B.Ed.

Librarians

TRENT POLYTECHNIC Library and Information Service
LIBRARIAN
Trent Business School (£6501 - £7875)
A qualified and experienced graduate librarian is required to head a team of staff serving the Trent Business School.

Durham University

Library
SYSTEMS LIBRARIAN
Following the successful implementation of the new computer system in the Main and Science Libraries, the University is seeking a Systems Librarian.

Manchester Polytechnic

Librarians
ASSISTANT LIBRARIAN
Two posts of Assistant Librarian are available in the Main and Science Libraries.

Personal

CHANGES OF CAREERS
Assessment and career advice for individuals who are considering a change of career.

Administration

The Spastics Society, Churchtown Farm, Field Studies Centre, Lanlivery, Bodmin, Cornwall.

WARDEN

£10,905 p.a. - £12,039 p.a.
Churchtown Farm opened in October 1975 to provide field study and educational/leisure courses for a wide range of mentally and physically handicapped visitors of all ages.

The Spastics Society

ROYAL ACADEMY OF MUSIC

Warden

(SENIOR ACADEMIC OFFICER)
Applications are invited for the post of Warden of the Royal Academy of Music.

Courses

Garnett College

Education and Training for Teachers and Administrators in Further Education

Applications are invited for the following newly approved C.M.A.A. courses:
(i) M.A.
A Master's Degree in further education extending over two years' part time study.

Durham University

Library
SYSTEMS LIBRARIAN
Following the successful implementation of the new computer system in the Main and Science Libraries, the University is seeking a Systems Librarian.

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ASSISTANT LIBRARIAN
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Overseas

NATIONAL UNIVERSITY OF SINGAPORE

HUMAN RESOURCE MANAGEMENT

As part of a nationwide programme for improving productivity in Singapore, the National University of Singapore is introducing courses on Human Resource Management to students in all faculties.

The British Council

Education Post Overseas
VISITING PROFESSOR (ESP) - BRAZIL
English for Specific Purposes (ESP), University of Pernambuco, Recife.
Reference: SS B 51

THE BRITISH INSTITUTE AT AMMAN FOR ARCHAEOLOGY AND HISTORY

DIRECTORSHIP
The Council of the Institute invites applications for the post of In-charge of the Institute in Amman.

UNIVERSITY OF CAPE TOWN

Senior Lecturer/Lecturer in Applied Educational Psychology

Applications are invited for the above post in the Department of Education for appointment on 1 July 1983 or as soon as possible thereafter.

OPPORTUNITIES IN QATAR

A small private kindergarten for 40 children aged from 2 to 5 years is being opened in January 1983.

DEPARTMENT OF GERMANIC LANGUAGES

Applications are invited for a post of Lecturer in Germanic Languages in the Department of Germanic Languages.

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NATIONAL UNIVERSITY OF SINGAPORE

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NATIONAL UNIVERSITY OF SINGAPORE

DEPARTMENT OF BOTANY

Applications are invited for appointment to a Lectureship in the Department of Botany. Candidates should have a Ph.D. degree in Biochemistry with a good working knowledge of lipid chemistry, genetic engineering and molecular biology.

The British Council

Education Post Overseas
VISITING PROFESSOR (ESP) - BRAZIL
English for Specific Purposes (ESP), University of Pernambuco, Recife.
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Miscellaneous

WALKER ART GALLERY/ART SPACE, MERSEYSIDE

ARTIST IN RESIDENCE

Artists working in any discipline and resident in England are invited to apply for the above appointment which will be for a period of twelve months, commencing March 1983.

REMINDER

Copy for Classified Advertisements in the THES should arrive not later than 10.00 am Monday Preceding publication

Colleges of Further Education

Cassio College, Watford

Principal

Applications are invited for the post of Principal of the Group 6 College, Watford. The vacancy arises as a result of the death of the former Principal, Mr John Thompson, and it is hoped that the successful candidate will be able to take up the appointment as soon as possible.

Hertfordshire County Council

Inner London Education Authority

HEAD OF DEPARTMENT GRADE VI

Applications are invited for the above named post. The department is responsible for all higher education work related to the various requirements of the various professional bodies and A.A.C.A., I.C.A.M.A., I.C.A. and A.A.C.A. Applications should be sent to the Head of Department, Inner London Education Authority, 100, Abchurch Lane, London EC4N 3DF.

THES

SPECIAL BOOK NUMBERS FOR NOVEMBER

5 HISTORY
12 PSYCHOLOGY
19 POLITICS
26 COMPUTER SCIENCE

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# Don's diary

## Sunday

It's raining hard, the air conditioning is on so that I'm quite cool and the film version of *The Likely Lads* is on television. I could well be in England but the beer I'm drinking is Tsing-tao brewed in the People's Republic of China and the film has Cantonese subtitles. If I go to the windows, I'm confronted with the crowded tower blocks of Wah Fu, Hongkong public housing estate with some 60,000 inhabitants. I open another bottle of Tsing-tao and carry on watching the television. One "likely lad" tells a joke about Gateshead. Oh, the exotic pleasures of the coast!

## Monday

The weather has improved. Yet another typhoon has managed to miss Hongkong and is devastating some other part of Asia. Does this mean that I'll never get to a typhoon party? I make my way to Hongkong University. Despite the fact that most of the buildings are quite new, it's got that well established and confident atmosphere I associate with Britain's older civic universities which were founded at much the same time. Those whom I ask for advice about the problems likely to be encountered in running Open University arts courses in Hongkong are most helpful. I have several glasses of lunch in the Senior Common Room. The university is doing well and is expanding. How different to the situation in Britain! There is, however, friction over the running of the Senior Common Room. Not only have the membership fees been put up but the catering arrangements have been changed; a change for the worse, so many argue. A leading critic calls for some exotic dish, a sausage sandwich perhaps, which used to be always available. It is no longer on the menu. The complaints book is set for and the professor covers several pages with inspired prose.

## Tuesday

I spend most of the day writing a supplementary unit to the arts foundation course, attempting to make parts of the course more accessible to Hongkong students who have very different educational and cultural backgrounds from the British students the course was written for. My wife has gone to Kowloon to give a lecture so I'm in charge of my 10 month-old daughter who crawls about the floor disturbing my books and papers. My daughter has a great love of literature - she likes to eat it.

## Wednesday

To the open college office in Chatham Road, Kowloon. I cross the harbour by the Star Ferry. The new mass transit railway is quicker and air-conditioned but the ferry crossing gives one the real flavour of this astonishing city with its skyscrapers and magnificent harbour. There are always dozens of ships unloading or taking on board cargo or simply waiting for their turn. I suppose British ports were once as busy as this. The college begins teaching this autumn. The Schools of arts, science and mathematics are to run Open University courses but there is also to be a business studies school using courses developed by New Zealand's Massey University. Not surprisingly in view of Hongkong's hectic commercial expansion, business studies is attracting large numbers of stu-

dents. We are starting cautiously in arts accepting some 90 students for the foundation course. There are problems: English is a second language for most students and, in addition, the OU course is naturally concerned with British and European history and culture. What will the students make of Jane Eyre for instance? But we are constantly told that the students will work very hard.

## Thursday

To Macao by jetfoil to inspect the lecture theatre and seminar rooms we'll be using for day schools. The Open College is part of the University of East Asia at Macao and, although most of our students come from Hongkong, our teaching must be done out there. It is, I insist, Macao not Macau as the Portuguese call it and our letter heading indicates. We'll be having to call Munich "München" next. The university has a superb position on the island of Taipa which is connected by bridge to the mainland. It looks rather like the other UEA at Norwich with its relentlessly modern architecture. Visitors to Macao pay two contributions to the local economy, the first involuntary, the second voluntary. On landing one has to purchase a visa which costs 25 Hongkong dollars (2.50). No trip to Macao is, however, complete without a visit to the casino, a building of monumental vulgarity where the wheels spin and the cards are dealt 24 hours a day. I make my voluntary contribution to this remnant of Portugal's once great empire and lose 100 dollars.

## Friday

I go with Don Swift, principal of the Open College, to the British Council Centre at Wanchai. The British Council in Hongkong is a big organization with thousands of part-time students taking English language courses. We discuss our problems with Peter Falvey, deputy director of the council here. The trouble is that although most Hongkong school children are at least in theory taught in English from the age of 11, the standard of both written and spoken English is not high. This has, of course, critical implications for the running of OU courses. It's a most useful meeting; the council may be able to give us a lot of help. In the evening I go with my wife to the foreign correspondents' club. Some friends are members. It has the reputation of being the best club in Hongkong and lives up to it. We leave in the early hours of the morning but a taxi is easily found. Hongkong doesn't go to bed till late.

## Saturday

We both feel hung over but our daughter demands our early rise. We take the ferry to Lamma Island and reappear at one of its excellent seafood restaurants. Clams in hot chili sauce together with Tsing-tao beer soon make the day look more promising. I select a large fish, a garnish from the restaurant's kitchen. Minutes later it is on the table, swimming now in sweet and sour sauce. We make our way to the beach.

A. W. Purdie

The author is a staff tutor in library at The Open University. He is presently seconded as a consultant to the University of East Asia.

## The vexed history of student aid

President Reagan signed this year's Student Aid Bill earlier this month. The Bill provides for grants and loans to over three million poor and middle-class students. With that signature peace has descended on the student aid front for this season.



Timothy Healy

There is much history behind this annual wrestle between the federal government and the nation's colleges and universities always served a clear governmental purpose. The Morrill Act, in the middle of the Civil War, established the great "land grant" universities to provide the developing middle western frontier with its needed agricultural, mining, and mechanical skills; to train officers for the federal army; and to free the nation's western states from dependence on eastern colleges.

The next great federal bounty came after the Second World War. The "GI Bill" paid veterans' tuition in order to ease them back into the work force.

We have the Russians to thank for the next round of federal grants, the Pell grants, from the Defense Education Act in 1958, that strengthened America's scientific capacity to compete with Russian advances.

The middle income Student Assistance Act of 1978 represented a sharp change. For the first time, the government involved itself in higher education for educational reasons. Federal legislation, following the course spelled out by the colleges and universities, aimed at freedom of choice as well as equality of access.

There are now three major segments to federal aid programmes. First, the basic Pell grants for the most needy students guarantee roughly \$1,800 in aid per student. The smallest of the three programmes is the college work study programme, which provides an 80 per cent federal subsidy to the salaries of students who work on campus. Over the years it has grown to involve approximately one million students receiving \$700m every year.

The largest part of the programme is guaranteed student loans involving about three and a half million students for a total of nearly \$8,000m. From the day it came to Washington, the Reagan administration had its eye on these expanding student aid programmes. Combined, they

had grown from a total of \$2,100m in 1973 to \$11,800m by 1981.

The president began by saying that in all probability there was no "appropriate role of the federal government in education". History supports that approach, even if in taking it Mr Reagan was reflecting the anti-intellectualism that has marked Republican political thought, and indeed much of American conservative thought, over the past three decades.

As always in this republic, there are deep contradictions at work. The monied Republican establishment that so decries the cost of universities, has made one university degree, the MBA, a ticket of admission to board rooms in the American corporate world. And so the advisers to the president find themselves chanting "MBA, Yes! PhD, No." The BA gets lost in the shuffle.

Secure in these thoughts, the president and his men set to work with a will. By 1982 they had effectively repealed the middle income Student Assistance Act. The administration proposed cuts of 60 per cent in the basic aid programme for poor students, prohibitive interest rates on

the loans for middle income students, and no help for those with a family income over \$35,000 a year. Loans for graduate education were to be reduced by more than half. The purpose was to halt the federal aid bill and at the same time change the structure and the reach of federal involvement in higher education.

The president has, so far, not won the victory he sought. The deepest cuts were avoided, thanks to a coalition of those same forces which had gathered in 1979 and 1980 to pass support programmes for middle income students. The middle class made its feelings known to Congress, and Congress decided to dig its heels. Earlier this month it assured the president that further cuts in student aid for colleges and universities would not pass and that if he chose to veto this year's allotment he would be substantially overruled. Before this political force, the president decided to retreat and to concentrate on the appropriations process, where his attacks can be a destructive but less provocative.

In all of this manoeuvring, history is on the side of those who claim that the federal government has been chosen to have a direct role in American higher education. History does demonstrate, however, that the federal agenda can and does change. A clear and serious government interest that could justify federal involvement is at hand, the survival of the diminished private sector among American colleges and universities.

None the less the federal government has a real interest in maintaining a dual system of higher education in the nation. It is clearly in our tradition; the independent sector serves as a stimulus, a guide, and at times a corrective on the public sector; independent institutions manage to maintain an apolitical tradition and diversity which serve as a model for the entire private sector, and a graduate teaching private universities are still the standard setter.

The survival of the private sector in American higher education is a fair concern for the federal government, and thus a fair policy base on which to build its aid programme. Whether or not the nation's colleges and universities will be able to make that point clear to the president and his henchmen is another problem.

was gratified when, in response to our select committee report, with its modestly worded slogan "From Binary to Pluralism", Mark Carlin, chief of the Jobs of his functionalists with Richard Biny, secretary of the Department of Education and Science, said that the system and his mind should be the same at their lower functional levels. The key to this was always an assistant secretary, responsible for finance across the binary line. He, if anyone, could school his permanent secretary - and even perhaps his ministers - on the realities of the binary divide and the comparisons between the two sectors.

But what do I discover at the end of social occasion at which civil servants are rather more concerned than they are in formal evidence before the committee? The experiment is over after just one year. The assistant secretary in charge of higher education finance simply found the intellectual and fiscal open too mind boggling and disparate.

So the journey from binary to pluralism will be a rather slower one, though it seems to have begun a long time ago. Northern Ireland, Northern Ireland - increasingly it's tested for England, whether it's Jim Prior experimenting with the New Training Initiative or Nicholas Scott officiating at a shotgun marriage of a polytechnic with a university. I've been spending the last few days trying to disentangle the arguments. The select committee is not quite so influential in Northern Ireland as it is in England, since ministerial rules there are by decree and can be as Napoleonic as they wish. But it's an interesting dry run. There will be an interesting dry run. There will be an interesting dry run.

Leaping dumberly from international to Department of Education and Science bureaucrats, I confess myself puzzled. I had always hoped that the beginning of the end of the binary system would come with the reorganisation at the top. As long as the secretary of state is a politician, the traditional opposition to the "of binary will be very powerful" education put it to me: he was not clear where the line between a university and a polytechnic should be drawn, but if he was convinced of anything, he was certain it should be drawn somewhere.

## LETTERS TO THE EDITOR

### Tenured mediocrity is the real threat to history

Sir, - J. M. Bourne's article "Why history does indeed need defending" (THESE October 22) demonstrates that history does indeed need defending - from tenured academics who cannot distinguish between scholarship and the security of their own jobs.

The truth is that historical scholarship is flourishing. Even though the current recession has severely affected academic publishing, there seems to be no drying up of second year flow of first-rate (and second and third-rate) new historical monographs. The influence of disciplines, especially English and the classics, on other disciplines. There is not a slightest evidence that the actual experience of studying history at the undergraduate level is less stimulating than it was, say, 15 years ago.

It is surely not the case that every historian over 50 can claim to be their department's most distinguished member. Besides, if someone has been a professional historian for 30 years, there is no reason for them to give up writing and researching simply because they have retired; being retired at 55 is surely less discouraging than still being unemployed at 35.

But the History at the Universities Defence Group is apparently not concerned with the talented young scholars who cannot get posts, because the profession is clogged up with tenured mediocrities. The scheme for "academic exchanges on a temporary or even permanent basis" means that, in future, the chief qualification for a post at a given university will be that one already has a tenured position in a department somewhere else.

Yours faithfully,  
A. D. HARVEY,  
26 Somerville Road, London N4.

Sir, - You published an article on "Birkbeck under the heading 'Birkbeck loses heart project to America'" in the 22nd October issue of THESE. I was interested to read that you had been disappointed by the results of the National Research Council's approach to the commercialization of the heart valve invention. In particular, Dr Macleod is quoted as saying that the NRDC very nearly lost the patent.

In order that your readers can take a balanced view of events, it might be helpful if I provide some background to the case. Dr Macleod first approached the NRDC on March 11, 1969 saying that he was about to depart to the United States and disclose details of the conical shaped heart valve he had invented. We immediately sent a patent agent to see him before he departed with a view to getting an application on file in the United Kingdom before the deadline disclosure.

During the next six months we sought expert opinion on the invention. The experts were extremely pessimistic and we could not find the considerable costs of filing for patents overseas. Nevertheless, in order to encourage Dr Macleod to continue his research, we completed the UK application.

Physical education  
Sir, - The Bergman Osterberg Union, an association of present and former teachers who trained at Dartmouth College (now Tufts University), the pioneering college in the country for the training of specialist teachers of physical education, is deeply concerned that the Department of Education and Science should consider terminating initial teacher training at an institution which has had almost 100 years of experience in the training of teachers and which has established, maintained and developed a national reputation in women's physical education; and more recently, in primary education.

In the light of these proposals, the announcement in August, with no prior warning, and at a time when many staff and former students were on holiday, made the proposals even more shocking. Also to consider that a newly validated BEd (Honours) degree course in physical education, which was fully supported by Her Majesty's Inspectors commenced its first intake of students this month, is being further shock and disquiet amongst our members.

We, the members of the Bergman Osterberg Union, trust that the DES will rescind its proposals and indeed consider the detrimental effect that these would have on physical education and teaching profession in general within the next few years.

of economic history as a specialism". Though it may be true that "subjects such as African history, American history, Canadian history, Japanese history and intellectual history" are under threat, other subject areas, arguably equally worthy of study, have never been given the staffing and resources they deserved, simply because of the vagaries of academic empire building.

It seems, however, that the History at the Universities Defence Group is less concerned with African and American history etc than with their colleagues who teach these subjects. An example of their scholarly mode of reasoning is their objection to early retirement: "It seems highly undesirable for any university to retire its most distinguished historians while they are still in their prime."

Heard research  
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New teachers  
Sir, - As principal of one of the 100 institutions involved with training teachers I would like to welcome the Inspectorate report "The New Teacher in School".

Any feedback, be it negative or positive, is vital to improving the learning process. However, in calling for teacher training institutions to carry out more effective quality control the Inspectorate must accept that it too can play a vital part. The present report based on a limited national survey is but a modest step in the right direction. Clearly, it is dangerous to generalize from so few examples emanating from a very wide

range of courses and outlets. Yet it is possible to consider that the Department of Education and Science might be encouraged to go on, and on a regular basis present more detailed unbiased reviews of consumer feedback.

Clearly, enlightened educationists now have the opportunity to indicate what they have everything to gain from more penetrating consumer analysis.

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### Closure of College Rank and File

Sir, - David Jobbins reported in THESE (October 22) the closure of College Rank and File. As someone who has been closely identified with that paper and its perspectives for the National Association of Teachers in Further and Higher Education, will you permit me the following observations.

It is ironic in many ways that at the moment when further and higher education is facing its most dramatic period of crisis, at a moment when very survival of the institutions as well as the liberal principles upon which they were supposedly founded are at stake, that the left within the unions such as Natfhe were weak to the point of collapse. Whatever the reasons, whether they are mainly "objective circumstances" (the Thatcher, the general retreat of the labour movement, etc), or are due to failures by the left itself (deep divisions, sectarianism, etc) the fact is that Natfhe desperately needs a left revival.

Why? Because in the past most of the further and higher education have been seen by the majority as merely part of the distributional struggle for resources in a period of financial squeeze. Successive governments have been unimpressed by the education lobby's claims. This has been reflected very often in the calibre of the ministers appointed. But today things are very different.

For those not so blind as not to see, it is increasingly obvious that we face the confluence of two realities in the structure of capitalism itself which simply no longer requires such a large labour force with the level of skills and attainments to which the existing system, however inadequately, was geared. Its needs (with precision) are for a more selective and differentiated training in which the large majority will be required to participate in an increasingly transient way.

Second, occupying the dominant position in British politics at the moment are the ideas of the radical right. On its own their factor would be less important, but if British society and the economy which underpins it is at a turning point no less profound in its longer-term consequences than the post-war period from 1940 onwards, then the contingent significance of Mrs Thatcher (and his cronies) is dramatic indeed.

In practical further and higher education terms this means that the current teacher training cuts, the National Advisory Body's proposals for declining higher education, the Manpower Services Commission-style restructuring of further education, and the carve-up of university courses, together with Sir Keith's recent ideological attack upon social science research, taken together, go well beyond a "shake-up". We face the dismantling of further and higher education, its privatization and a profound attack upon the social democratic principles upon which we have not only been very slow to wake up to these changes (notably it has not produced any coherent statement about them), but still seems to be amazingly reluctant to grasp the need for a complete change of gear. It is now the task of the left in further and higher education to change this state of affairs.

Yours faithfully,  
PROFESSOR W. G. OVEREND,  
Master,  
Birkbeck College,  
University of London.

we have been subjected to a "volume cut" similar to that of other schools despite the fact that full-time numbers have been reduced 5.7 per cent nationally, there has been a 5.7 per cent increase in the full-time equivalent provision for part-time students. But the university Court has assured the college that it has our special role and problem under consideration and is to discuss these issues further with the University Grants Committee.

The having been said, Birkbeck does feel great concern at the situation it faces and the contractions in activities being forced on the college at a time when all the evidence shows that the demand for part-time education is increasing. Part-time education is now supported by it in full. Discretionary grants are hard to come by and this group totals no more than 55. Hence, our grant income only a trivial amount of compensation for loss of fee income, compared with other schools. Taking this into account, Birkbeck College has been treated by the Court on the same basis as most of the other schools.

I do not wish to disguise the sense of disappointment in the college that we have been subjected to a "volume cut" similar to that of other schools despite the fact that full-time numbers have been reduced 5.7 per cent nationally, there has been a 5.7 per cent increase in the full-time equivalent provision for part-time students. But the university Court has assured the college that it has our special role and problem under consideration and is to discuss these issues further with the University Grants Committee.

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### Union View

## No going back to the dark ages

There is no doubt force behind the claim made in many universities that the speed with which expenditure cuts have been implemented precludes rational planning. From the Association of University Teachers' point of view this inconvenience is worth bearing in order to avoid the horrors of the involuntary selection processes.

However, another side effect of too hasty a programme of economies is that the Committee of Vice-Chancellors and Principals has been given an ideal opportunity to look at the matter of tenure just a few years before they ought. Moves to increase the privilege of the senior officers in universities may prove tempting and powers of patronage have, after all, been much eroded in recent years.

The cause of the erosion is not just the sympathetic wording of the statutes and charters granted to universities since the war. Another cause is the unlikely interventions of a Conservative government and the National Board for Prices and Incomes.

Legislation to give compensation for unfair dismissal was unknown in this country till the 1971 Industrial Relations Act. Fortunately, despite the repeal of this act, the unfair dismissal provisions have been retained. So far as university academic and related staff are concerned, only the issue of fixed-term contracts and many disputes over exclusion clauses blemish an otherwise very good record. Though a few universities re-

main convinced that the law does not apply to them, most, to their credit, have extended the good dismissal procedures specified in statutes for academic staff to others not contractually protected. The end product is a high degree of fairness in most cases of dismissal wherever an open-ended contract is involved.

The change from the old system where the assistant lecturer was largely without hope of appointment to a permanency in his own university by 1968 and the Prices and Incomes Board's two otherwise derided reports on university salaries (1968 and 1969) were important factors in codifying and hastening the change. The result was the continuous single lecturer scale with probationary years at any relevant scale point and the national agreement on the handling of probationary appointments. While the influence of vice-chancellor, dean of faculty and head of department remains substantial, arbitrary powers of decision have gently diminished over recent years.

Alas, the appearance of a recent advertisement for a lectureship for a fixed period of five years, the first three of which would be probationary, indicates a dangerous move towards reversing all the progress made in the past 20 years. In the 1960s many universities offered fixed terms to "permanent" staff after probation but the five or seven year terms were not only renewable but renewed. Now and of late, "fixed term" is synonymous with research contracts and the contortions which universities have got into to avoid legal liabilities for unfair dismissal and redundancy payments have often presented an unedifying spectacle.

With this sorry precedent, the A.U.T. may well have to fight very hard to avoid university employment returning to the dark ages of the law of master and servant.

How sad that we could not have enjoyed a few more years of financial tranquillity for then a generation of vice-chancellors who knew only the humane practices of the 1970s might have been more vociferous in their defence.

Geoffrey Talbot  
The author is assistant general secretary of the Association of University Teachers.

Sex change  
Sir, - I have read with interest W. R. Ward's review of my book, *The Transformation of Intellectual Life in Victorian England* (THESE, September 24). The review is reasonably good in every way except one: throughout Professor Ward refers to me as a "she" instead of a "he". The fact of the matter is, I am a he not a she. This is not idle speculation; I have irrefutable evidence.

Sincerely yours,  
THOMAS WILLIAM HEYCK,  
Professor of history,  
Northwestern University,  
Illinois.

Yours faithfully,  
JOHN L. TAYLOR,  
Principal,  
Bretton Hall,  
Wakefield, West Yorkshire.